

**THE INFLUENCE OF USING TWO-STAY TWO-STRAY
TECHNIQUE TOWARDS STUDENTS' WRITING ABILITY IN
DESCRIPTIVE TEXT AT THE FIRST SEMESTER OF EIGHTH
GRADE OF SMPN 7 PESAWARAN IN THE ACADEMIC YEAR OF
2018/2019**



A Thesis Proposal

Submitted as a Partial Fulfillment of the Requirements for Seminar

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ABSTRACT

THE INFLUENCE OF USING TWO-STAY TWO-STRAY TECHNIQUE TOWARDS STUDENTS' WRITING ABILITY IN DESCRIPTIVE TEXT AT THE FIRST SEMESTER OF THE EIGHTH GRADE OF SMPN 7 PESAWARAN IN THE ACADEMIC YEAR OF 2018/2019

**By
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Writing is used to communicate or express ideas, thinking, and feeling indirectly to another person as a reader, which is used as a written language. Therefore, writing is very important for the students because by writing they can share their ideas in written form, because written form is one of the media for them to convey their opinion or thought about some topics. Based on the preliminary research, the result showed many problems in writing ability, one of the problems was the students felt bored in writing especially in descriptive text. To solve this problem, the researcher applied Two-Stay Two-Stray Technique. Two-Stay Two-Stray Technique is a kind of technique that gives a chance to each student in a group to share the result and information with others. The objective of this research was to know whether there was an influence of Two-Stay Two-Stray technique towards students' writing ability in descriptive text or not.

The method of the research was quasi experimental design with the treatment held in three meetings, 2x40 minutes in each meeting. The sample of the research was two classes, class VIII C as the experimental class and class VIII D as the control class. The total sample of the research is 72 students. In collecting the data, the researcher used pre-test and post-test. The researcher used the test instrument in the form of writing test. The instrument was descriptive text writing test, after giving the post-test, the researcher analyzed the data by using SPSS.

After testing the hypothesis, it was found that the result of Sig. (2-tailed) of the equal variance assumed was 0.00. The result then it was consulted to the level of significance. The level of significance was 0.05. From the analysis, the score of Sig.(2-tailed) or Sig. (P.value) was lower than $\alpha=0.05$ so H_0 was rejected. In other words, it could be concluded that there was an influence of using two-stay two-stray technique towards students' writing ability in descriptive text at the first semester of SMPN 7 Pesawaran in the academic year of 2018/2019.

Keyword : *descriptive text, writing ability, two-stay two-stray technique, quasi experimental research*



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MOTTO

وَلَمَّا سَكَتَ عَنْ مُوسَى الْغَضَبُ أَخَذَ الْأَلْوَابَ ۚ وَفِي نُسْخَتِهَا هُدًى وَرَحْمَةٌ
لِّلَّذِينَ هُمْ لِرَبِّهِمْ يَرْتَهِبُونَ

And when the anger subsided in Moses, he took up the tablets; and in their inscription was guidance and mercy for those who are fearful of their Lord. (Qs. Al-A'raf : 154)



DECLARATION

Hereby, I state this thesis entitled “ The Influence of Using Two-Stay Two-Stray Technique Towards Students’ Writing Ability in Descriptive Text at The First Semester of Eighth Grade of SMPN 7 Pesawaran in the academic year of 2018/2019” is completely my own work, I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in the text.

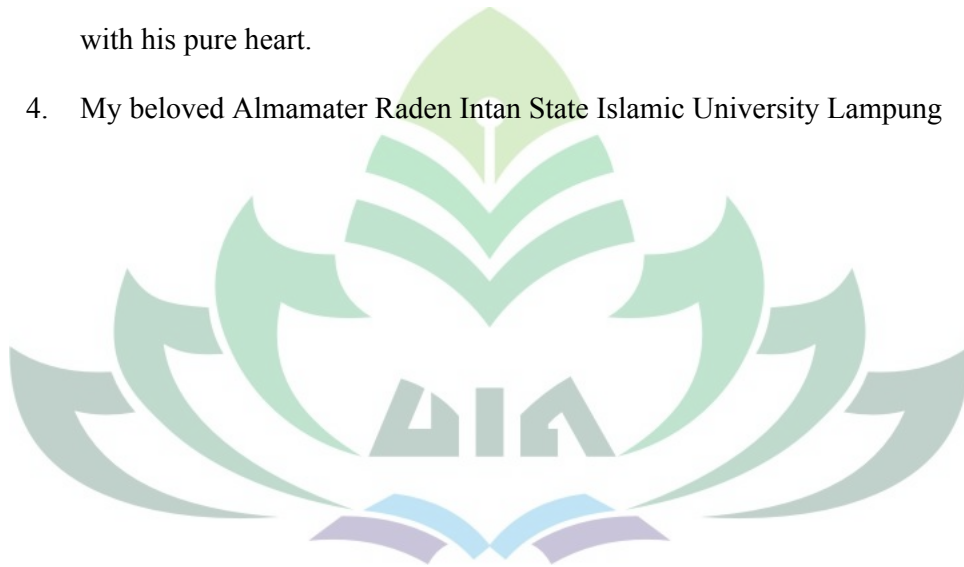
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DEDICATION

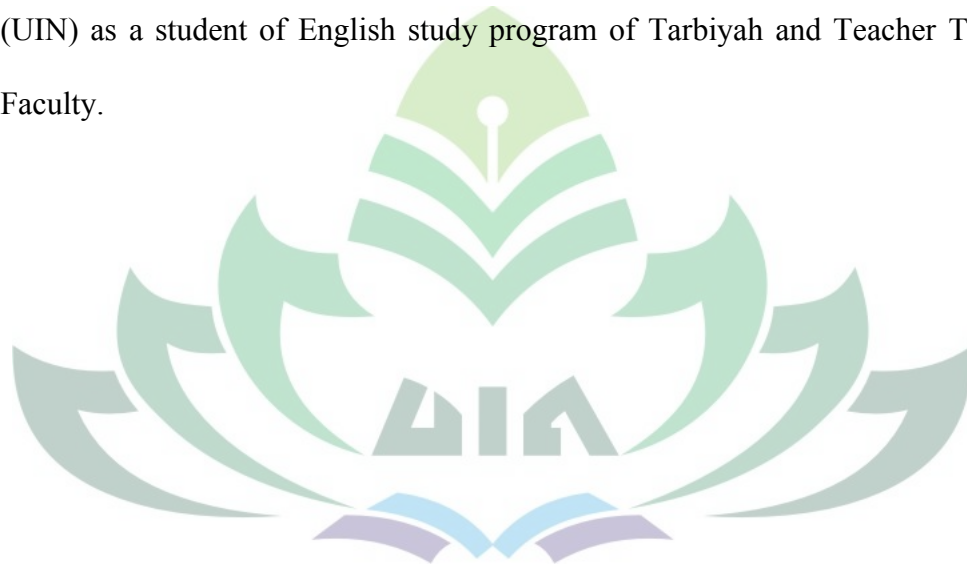
1. My beloved parents, Mr. Sunarto and Mrs. Dwi Asmoro Rianti who always give me their endless love and pray for my success.
2. My beloved brothers, Joko Setiawan and Irfan Fauzi who always pray, support and motivate me for my success.
3. My beloved husband, Syaifulloh, St. Who always support me and loved me with his pure heart.
4. My beloved Almamater Raden Intan State Islamic University Lampung



CURRICULUM VITAE

The researcher's name is Kurniawati. Her nick name is Nia or Nay but some of her friends call her Nay. She was born in Roworejo, Pesawaran on May 26,1996. She is the second of Mr. Sunarto and Mrs. Dwi Asmoro Rianti's children.

She began her study at Kinder Garten of Nurul Hidayah in 2001 and graduated 2001, then she continued her study at SDN 2 Roworejo and finished in 2008. In the same year, she registered to MTS Diniyyah Putri Lampung and completed her study in 2011 then she continued her study at SMAN 2 Pringsewu until 2014. Finnaly she continued her study in Raden Intan State Islamic University Lampung (UIN) as a student of English study program of Tarbiyah and Teacher Training Faculty.



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Praise be to Allah the Almighty, the Most Merciful and the Most Beneficent, for blessing me with His mercy and guidance to finish this thesis. Peace be upon our prophet Muhammad Saw with his family and followers. This thesis entitled “ The Influence of Using Two-Stay Two-Stray Towards Students’ Writing Ability in Descriptive Text at the First Semester of SMPN 7 Pesawaran in the Academic year of 2018/2019” is submitted as compulsory fulfillment of the requirement for S1 degree of English Education Study Program at Tarbiyah and Teacher Training Faculty Raden Intan State Islamic University Lampung.

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May Allah, the most Merciful and the most Merciful, always give His blessing and compassion for all muslims in the world. The researcher is fully aware that there are still a lot of weakness in this thesis. For this, the criticism and suggestion from the reader are needed in order to fix the quality of the thesis.

Bandar Lampung, 27 November 2018
The Reseacher,

Kurniawati

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CHAPTER I

INTRODUCTION

A. Background of the Problem

According to Amberg and Vause language is foremost a means of communication, and communication almost always takes place within some sort of social context. Each community, just like each individual, has its own language that expresses the ideas, values, and attitudes of its members¹. It means that we should know one language that can make us easily communicate with each others, one of language as a means of communication is English, English is an international language, it may be called the language of the world civilization. Thats why, every country try to taught this language.

Although English as a compulsory subject that has been taught to the students since Junior High School to University, it is still not easy for us to master it within a number of years we have learned. English has many functions, one of them as stated school based curriculum that English as a means of communication for students to develop the science, technology, culture and art, and the final objective of teaching and learning process is the students are expected to master the four language skills which are important to be learned. They are listening, speaking, reading, and writing.

¹ Jolie Amberg and Deborah Vause, *Introduction: What is Language*, (Cambridge: Cambridge University Press, 2014), p. 2

Writing is one of the four basic skills which students are required to master if they want to learn a foreign language. It is the most important skill for a lot of students to be mastered in order to ensure success not only in learning English, but also in any content class when writing in English is required. By strengthening writing skill, students will make greater progress and development in all other areas of learning. Based on statement above, the writing skill plays very important role in the educational field, students need to get more exercise in order to have a good writing skill.

As a matter of fact that writing is something that can be learn by everyone. Some people complain about the poor writing English ability of Junior High School graduates, most of the students state that it is difficult to start writing. The students find it hard to start writing because they have no idea about what to write. They make errors in both the organization of ideas and in language use. It is caused by the fact that writing in English is different from that in Indonesian. One of the differences is the language aspect. The students should master the vocabulary in English.

In this case, the researcher would like to focus on her research in writing. Writing is the activity of the writers to express their idea in written form. In writing, the writer must understand what she/he wants to write. Therefore, the content of the writing will be understood by the readers. Indeed, to write a good product is not easy.

In doing preliminary research the researcher got the data of English score at the eighth grade of SMP Negeri 7 Pesawaran. It was described in the table 1 below.

Table 1
Students’ English Score at the Eighth Grade of SMP Negeri 7 Pesawaran
in the Academic Year of 2018/2019

No	Score	The number of the students	presentage
1	≥ 75	69	38.64%
2	< 75	110	61.36%
Total		179	100%

Source: Document of the English Score of the Eighth Grade of SMP Negeri 7 Pesawaran.²

Based on the preliminary research in SMP Negeri 7 Pesawaran, the result of the students interview that the students did not like English because they have the difficulties in learning English such as their vocabulary mastery was less and they were lazy to open the dictionary. Then, when they should write English text, they have difficulty in grammar usage beside their vocabulary mastery was less and when they should write such kind of text that they did not understand yet. The students also told about the way of English learning process in their classroom, teacher ask the students to make some group to discuss together and in the discussion, the teacher guided student one by one. Students also said that the thing what makes they like learning English in the classroom was their teacher was nice. But the things that make students did not like were if the teacher gave them a lot of assignment and they should often open dictionary to know the meaning of word. Last, the students gave their opinions about learning system in their classroom, students said that they like when they have to discuss each other

² Jusni Sipahutar, *data of english score at the eighth grade of SMPN 7 Pesawaran*, january 28th 2018, unpublished

in group about a topic but they want the teacher was using some technique or game in learning process to make classroom more active.

The researcher has interviewed the English teacher, Mrs. Sipahutar about the result of teaching writing in descriptive text. She said that most of eighth student of SMP Negeri 7 Pesawaran got difficulties in writing. The students were often difficult to start writing when she gave them the topic because they don't have enough vocabularies. Moreover in writing descriptive text, they were hard to describe because their vocabulary mastery still low and most of the students still think that English is difficult. She also explained that the students could not write well because their grammar ability were low. She also added that the students were lack of motivation in learning writing.³

According to Harmer, "The students are reluctant to write because they rarely write, even in their own language".⁴ The lack of writing practice makes students perform poorly in writing. The researcher also got the information that many of them were also reluctant to write because they are bored and uninterested with the use of conventional media in the learning process. Dealing with those problems, the teacher should motivated the students to write as motivation that can push them to achieve more, moreover, it is one of teacher roles to motivated the students. One way to motivate the students is by creating enjoyable and

³ Jusni Sipahutar, *Op.Cit.*

⁴ J. Harmer, "*How to Teach Writing*", P. 61.

comfortable learning atmosphere. So, that students felt fun to write. The feeling of fun in writing can motivate students to write more so that their writing skill improves. Moreover, practice writing regularly will build the students writing habit. This writing habit is very important because when it has been built, students will get used to write without spending many effort either thinking writing as a burden some activity.

Some factors are involved in a teaching and learning process like teaching techniques and teaching method which play an important role to achieve the objectives of learning. The researcher in this research is interested use Two-Stay Two-Stray as a technique in teaching writing at class especially to know the influence of students writing ability in descriptive text.

According to Kane, descriptive is about sensory experience-how something looks, sound, and tastes.⁵ It means, description help someone to know specific information about something that is described. It helps someone to imagine something that is described; about sound, form even taste. It will be easier for someone. Moreover descriptive text is available in syllabus at the first semester of eighth grade of SMPN 7 Pesawaran. By using Two-Stay Two-Stray in descriptive text, student will active in disscussion ask question, seek answer and also share

⁵ ThomasS.Kane,*Oxford Essential Guide to writing*.(newYork, Oxford University Press,2000),p. 351

ideas in teaching learning process. So, it makes them easy in understanding and implementing descriptive text in writing.

A previous research was conducted by Kartika about *The Use of Two-Stay Two-Stray Technique to Improve Student Writing Ability of Recount Text*. The result of the research shows that using Two-Stay Two-Stray is effective and needed in delivering materials. From this technique student can explore their skill and knowledge to help each other solve the problem the task. The student could write easily because they did writing of recount text by group. This technique made student had positive progress in writing ability. The improvement in developing arranging paragraph, and connecting ideas of text had allowed the students to write interesting stories correctly.⁶

According to Lie, Two-Stay Two-Stray is a technique that gives a student chance to share their ideas, argumentation and information to other group. In this technique there are some activities. Then by using this technique, the student helps each other in teaching learning process. The high level and the low level student will work together to achieve the purpose of their group”.⁷ So that, using Two-Stay Two-Stray technique is effective and needed in delivering materials cooperatively. From this technique students can explore their skill and knowledge

⁶ Diah Ayu Kartika, 2015, *The Use of Two Stay Two Stray Method to Improve Student Writing Ability of Recount Text of the eighth grade of MTS Al Asror Semarang*, (thesis), p.88

⁷ Anita Lie, *Cooperative Learning*, (Jakarta: Gramedia Widiasarana Indonesia, 2002), p.26

to help each other in solve the problem from the task. Students looked more actively in learning process and able to get needed information. This technique also teaches the students to learn together and teaches them to know how to understand about different assumptions to get one conclusion.

Based on the explanation above the researcher proposed the reaserch entitled: The Influence of Using Two-Stay Two-Stray Technique Towards Students' Writing Ability in Descriptive Text at the First Semester of the eighth grade of SMP Negeri 7 Pesawaran in the academic year of 2018/2019.

B. Identification of the Problem

Based on the background of the problem above, the researcher indentified the problem as a follows;

1. The students have less knowledge about descriptive text
2. The students' grammar ability and vocabulary mastery were low.
3. The students have lack of motivation in learning writing.

C. Limitation of the Problem

Based on the background identification of the problem, the researcher focused using Two-Stay Two-Stray technique toward students' writing ability in descriptive text at the First semester of the eighth grade of SMP Negeri 7 Pesawaran in the academic year of 2018/2019

D. Formulation of the problem

Based on the background above the researcher formulated the problem as follows; is there any Significant Influence of Using Two-Stay Two-Stray towards students' writing ability in descriptive text?

E. Objective of the Research

The objective of the research was to know whether or not there was a significant influence of using Two-Stay Two-Stray technique towards students' writing ability in descriptive text

F. Uses of the research

The use of the research areas follows:

1. Theoretically

This study provides the students to study English through Two-Stay Two-Stray as a cooperative learning technique. This study is expected to make the students more interested in engaging teaching and learning process in writing descriptive text. The result of the research dedicated for English learning and teaching.

2. Practically

a. For the school

It can give positive effect to the future in teaching learning process, especially in teaching writing.

b. For the teacher

The result of the study can be used to help teaching in writing text session. Hopefully, this technique can offer the teachers an alternative way to teach of descriptive text that engages all of students in the class.

c. For the Students

The result of this study may help the students to improve study English through Two-Stay Two-Stray technique as a cooperative learning. This study expected to make the students more interested in engaging teaching and learning process especially in writing descriptive text. Besides, they may be able to improve their social skill, such as cooperating, appreciating other opinion, etc.

d. For reader

It will add new information about ELT (English Learning and Teaching) and give alternative way to learn English as L2 (second language) and international language, particularly the technique to promote writing skill.

e. For the researcher

The researcher may get the advantages by having the knowledge to improve students ability in writing descriptive text. It would be very important when the researcher become teacher after finishing the study.

G. Scope of the Research

1. Subject of the Research

The subject of this research was the students at the first semester of the eighth class of SMP Negeri 7 Pesawaran.

2. Object of the Research

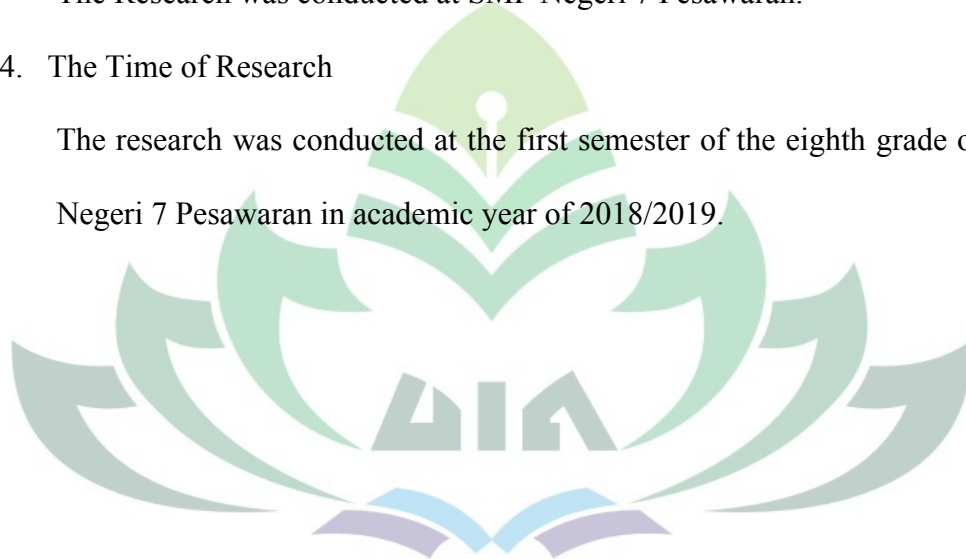
The object of research was the students' writing descriptive text mastery in using two stay two stray technique.

3. The Place of Research

The Research was conducted at SMP Negeri 7 Pesawaran.

4. The Time of Research

The research was conducted at the first semester of the eighth grade of SMP Negeri 7 Pesawaran in academic year of 2018/2019.



CHAPTER II

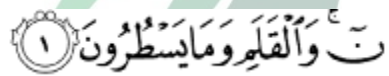
REVIEW OF RELATED LITERATURE

A. FRAME OF THEORY

In this chapter, the researcher was explained about the writing, writing ability, concept of writing ability, concept of descriptive text, two-stay two-stray technique, and teaching writing using two-stay two-stray technique.

1. Writing

Writing is one of the four language skills besides listening, speaking, and reading. Writing include the subject material should be mastered by the students. Writing is important to express what the researcher thought through written form. In addition, writing is used to communicate or express ideas, thinking, and feeling indirectly to another person as a reader, which is used as a written language. In Islam, writing also considered as one of the important skills. Allah has commanded in the surah Al-Qalam in the verse 1-2 which mean :



“Nun, By the pen and by the (record) which (men) write”. (QS. Al-Qalam: 1)¹

From the verse above, we know that writing has an important role in human life. Allah explained in the verse that Allah taught human by pen. (QS. Al-Qalam: 1).

¹ Fakultas Tarbiyah, *Al Qur'an Terjemah Indonesia-Inggris*, (Qomari, 2008), p. 1200

Writing is a process to produce language. Raimes states that writing is a skill in which we express the ideas, feelings, and thoughts arranged in words, sentences and paragraphs using eyes, brain, and hand.² Students can take more time to think and choose words in order to express their ideas thoughts and feelings, they still can make their own revision if it is not so clear to express what they intend to write. Writing is a skill that is the exclusive domain of scribes and scholars in educational or religious institutions.

“Harmer states that in teaching writing we are able to focus on the product of that writing or on the writing process itself. When concentrating on the product, we are only interested in the aim of a task and in the end product. When writing the learners spend their time on prewriting phases, editing, re-drafting, and finally publishing their work. This writing process is aimed to get various skills that should improved”.³

It can be concluded that writing is a symbol of human communication as a productive skill which needs creativity dealing with all the processes to produce it. Therefore, if students who want to have writing regularly, they should do some process of writing to create a good product in writing.

From the theory above, writing is a skill in which we express the ideas, feelings, and thoughts arranged in words, sentences and paragraphs using eyes, brain, and hand. Writing also is a productive skill, students are able to focus on the product of that writing or on the writing process itself to create a written form.

² Ann Raimes, *Techniques in Teaching Writing* (New York: Oxford University Press, 1983), p. 95.

³ Jeremy Harmer, *The Practice of English Language Teaching*, (London: Longman, 1998), p. 325

2. Concept of Writing

Writing is the difficult subject in the school, because the students have to produce a text by using English. They will write what they think in their mind and state it on the paper by using the correct procedure. Moreover, Oshima and Hogue say that writing is a process of creating, organizing, writing and polishing.⁴ Therefore, in the first step of writing, student create ideas and the second they organize the ideas. In the third step, they write a rough draft and finally, they polish their rough by editing it and make revisions.

Peha states that writing is the communication of the content for a purpose to an audience.⁵ So, writing is the tool of written communication between the writer and the reader in order that the reader understand the message or information sent. By writing people be free to think and feel about everything that they found or not before.

Moreover, according to Hyland, “writing is a way of sharing personal meanings and writing courses emphasize the power of individual to construct his or her views on a topics”.⁶ It means that writing is one way to convey his or her views about some topics in written form. The students can share their ideas in written

⁴ Alice Oshima and Ann Hogue, *Writing Accademic English*, (New York: Addison Wesley, 1997), p.265

⁵ Stave Peha, *The Writing Teacher's Strategy Guide*, available at : [Http://www.ttms.org](http://www.ttms.org). 2003, p.58

⁶ Ken Hyland, (1st Published), *Second Language Writing* (New York : Cambridge University Press, 2003), p.9

form, because written form can be power of themselves to convey their opinion or thought about some topics.

Based on the statement above, the researcher concludes that writing is one of the four skill of listening, reading, speaking, and writing. Writing is a way to sharing personal meaning and writing emphasize the power of individual to construct his or her views on a topic. Somecase, writing use as a tool of written communication between the writer and the reader by using correct procedure like as creating, organizing, writing, and polishing in order that the reader understand the message or the information sent.

3. Concept of Writing Ability

Brown says that for almost six decades, research and practice in English language teaching has identified the four skills, they are listening, speaking, reading and writing as of paramount importance.⁷ Among those four skills, writing is often claimed by most of students as the hardest skill to be gained, it is caused by writing ability achivement cannot be done in a short period of time. The writer needs to pay more attention to some aspects like grammar, vocabulary, and punctuations.

⁷Brown H. Douglas , *Teaching by Principlies*, (San Fransisco: Longman, 1997), p.217

According to Siahaan, “Writing ability is the skill of a writer to communicate information to a reader or group of readers”.⁸ It means that writing ability is an ability to deliver data, facts, and ideas from the writer to readers in a clear written form. An unclear writing will show an ambiguous meaning in reader mind. So, writing ability is very important for writer especially to make the message clearly received by the reader.

To reach a well written language in writing, according to Heaton, five major aspects are accompanied by explicit description of what is meant by the different band-scales.

The criteria of good writing, there are:

1. Content (the ability to think creatively and develop thoughts).
2. Organization (the ability to write in appropriate manner)
3. Vocabulary (the ability to use of word/idiom).
4. Language use (the ability to write appropriate structure)
5. Mechanic (the ability to use punctuation, capitalization, spelling and layout correctly).⁹

It means if the students want to make a good writing they have to use these criteria that are : content, organization, vocabulary, language use, and mechanic. Because by using this criteria students can improve their ability to think

⁸Sanggam Siahaan, *Issues in Linguistics* (Yogyakarta: Graha Ilmu, 2008), p.22.

⁹J.B. Heaton, *Writing English Language Test* (New York: Longman, 1988), p.135.

creatively, their ability to write in appropriate manner, their ability to use word/idiom, their ability to write appropriate structure and their ability to use punctuation, capitalization, spelling and layout correctly.

In writing, there are some aspects that must be ordered by writer to make a good writing. Brown gives some tips for writer to improve the writing ability, they are:

1. Use acceptable grammatical systems (e.g tense, agreements, pluralization, patterns and rules);
2. Express a particular meaning in different grammatical forms;
3. Use cohesive device in written discourse;
4. Use the rhetorical forms and conventions of written discourse;
5. Appropriately accomplish the communicative functions of written texts according to form and purpose;
6. Convey links and connections between events and communicate such relations as meaning idea, supporting idea, new information, given information, generalization, and exemplification;
7. Distinguish between literal and implied meaning when writing;
8. Correctly convey culturally specific references in the context of the written text;
9. Develop and use battery of writing strategies, such as accurately assessing the audience's interpretation, using pre-writing device, writing with fluency in the list drafts, using paraphrases and synonym, soliciting peer and instructor feedback and using feedback for revising and editing;

10. Brush up on grammar and style;¹⁰

In other words, if the students want to make a good writing they have to complete all those aspects. Most of the students are not easy to make a good writing, they have to practise it everyday to make them better in writing.

Based on the statement above, it can be concluded that writing as of paramount importance. Writing ability is the skill of a writer to communicate information to a reader or group of readers. To reach a good writing ability, the writer have to use these criteria that are : content, organization, vocabulary, language use, and mechanic and also in writing, there are 10 aspects that must be ordered by writer to make a good writing. Those aspects can improve the writers' writing ability.

4. Concept of Text and Descriptive Text

A text is any object that can be read and it transmits some kind of informative message. In this topic, the researcher was explained about the concept of text that contain kind of genre and also explain about descriptive text.

¹⁰Brown H. Douglas , *Op. Cit*, p. 343

a. Concept of Text

Text is when these word are put together to communicate a meaning, a piece a text is created. There are two main categories of text-literacy and factual.¹¹ It means that text is arraging of the words to be a sentence in order to give a message to somebody.

Gerot and Wigel classify the genre into thirteenth types. They are :

1. Spoof
Spoof is a text to retell and event with a humorous twist.
2. Recount
Recount is a text to retell events for the purpose of informing and entertaining.
3. Report
Report is a text to describe the way things are with reference to a range of natural, man-made and social phenomena in our enviroentment.
4. Analitical Exposition
Analytical exposition is a text to persuade the reader or listener that something in the case.
5. News Item
News Item is a text to inform readers, listener and viewer about events of the day which are considered newsworthy or important.
6. Anecdote
Anecdote is a text to share with other and account of an unusual or amusing incident.

¹¹ Mark and Katy Anderson, *Text type in English*, (Australia, Macmillan, 1997), p.1.

7. Narrative

Narrative is a text to amuse, entertain and to deal with actual or vicarious experience in different ways.

8. Procedure

Procedure is a text to describe how something is accomplished through a sequence of action or steps.

9. Description

Description is a text to describe a particular person, place or thing.

10. Hortatory exposition

Hortatory exposition is a text to persuade the reader or listener that something should not be the case.

11. Explanation

Explanation is a text to explain the processes involved in the formation or working of natural or socio cultural phenomena.

12. Discussion

Discussion is a text to present (at least) two points of view about an issue.

13. Review

Review is a text to critique an art work or event for public audience.¹²

In conclusion, there are many kinds of text in teaching writing for students and each student must be able to understand the generic structure and language of the text. The researcher chooses descriptive text to be investigated because the students still find it difficult to understand kinds of genre especially in descriptive text. So, the

¹² Linda Gerot and Peter W., *Making Sense of Function Grammar*, (Sydney : GerdStabler, 1994), p.152-174

researcher only focus in descriptive text as the form of writing that was be investigated.

b. Descriptive Text

Gerot says that descriptive text is a text which lists the characteristics of something. Discription is to describe a particular person, place and things.¹³ Therefore, our visualization is needed. To create this text, our imagination must flow on a paper. It means that descriptive text is a way to descibe everything such as description of person, description of place and description of thing which is seen by writer in detail.

In addition, Descriptive text is giving information about something or someone. It can be concrete object such as person, animal, car, etc. It can also be abstract object such as opinion, idea, love, hate, belief, etc.¹⁴ In other words, descriptive text make someone imagine about something that is describe in concrete object or in abstract object. Pardiyono says that there are several things that we need to know and understand about writing descriptive text. There are purpose, rethorical structure, and grammatical pattern.¹⁵

¹³ *Ibid*, p.208

¹⁴ Dorothy E. Zemach & Lisa A Rumisek, *Academic Writing from Paragraph to Essay*, (Oxford: Macmillan Publishers, 2005), p.25.

¹⁵ Pardiyono, *Teaching Genre Based Writing*, (Yogyakarta: CV Andi Offset, 2007), p.34

1) Purpose

Descriptive is a type of written text, which has the specific function to give description about an object(human or non human).

2) Rhetorical Structure

A descriptive writing has generic structure, they are:

- a) Identification: general description about an object.
- b) Description: specific description about an object.

3) Grammatical Pattern

- a) Use declarative sentence
- b) Use simple present tense
- c) Use conjunction

It means descriptive text is a written text that have specific function to give description about an object that contain identification and description that use grammatical pattern.

In the case point, descriptive text is a type of writing that describes about concrete object and abstract object spesifically by using declarative sentence. This kind of writing describes an object so that the reader can imagine about the object because the writer describe it specifically.

4) The Example of Descriptive Text

My Small House

Identification: I live in a small house, it has five rooms: there are two bedrooms, a living room, a bathroom, and a kitchen. Indeed it is a small house, but I like living in here for wasting my spare time.

Description: when the door is open, I can see the living room. It is so small with only three chairs and a table, nothing else. I prefer reading a novel in this room. My bedroom is in the left side of the living room in this room there is a night table next to bed, a TV, a radio, and a computer. When being bored of reading, I usually play online games, chat with my friends via facebook and so on. Next to my bedroom is my mother's. I do not know what is inside because I never come in to see it. In the right side of the living room there is the kitchen, in the kitchen I have everything I need when I get hungry. It is very pleasure when my mother cooks, the smell fills my whole house. I know it is a small house, but it is the best place I have ever seen.

5. Concept of Students' Writing Ability in Descriptive Text

There is a kind of writing that involves not so much telling the readers about facts or events as showing the readers about characteristic of something like person, animal, or place namely descriptive text.

Descriptive text is part of factual genres. Its social function is to describe a particular person, place or thing. Besides description gives sense impression : the feel, sound, taste, smell, and look of things. Emotion also described too, feelings

such as happiness, fear, loneliness, gloom, and joy. Description helps the readers, through his or her imagination, to visualize a scene or a person, or to understand a sensation or an emotion¹⁶.

Based on the explanation above, students' writing ability in descriptive text is students' ability to produce a written product which fill some information such as characteristic, sense impression and emotion about something, where if the reader read the text, they can imagine it.

6. Two Stay Two Stray Technique

In this topic, the researcher was explained about the definition about two-stay two-stray technique, the procedure of using two-stay two-stray technique, the advantages and disadvantages of two-stay two-stray technique and teaching writing by using two-stay two-stray technique.

a. Definition of Two-Stay Two-Stray Technique

Slavin emphasizes that cooperative learning is the ideal solution for the problem. It provides a chance to interact cooperatively with students from any background of life.¹⁷ So, the point of cooperative learning is emphasizing to the student to have social interaction with all learners in a class by deviding into small groups. It

¹⁶ George E. Wishon and Julia M. Burks, *Let's Write English*, (New York: Litton Education Publishing, 1980), p.128

¹⁷ Isjoni, *Cooperative Learning*. (Bandung: Alfabeta, 2014), p. 17

creates the opportunity for the students to help their group members to solve the problems.

Cooperative learning has various technique/method. One of them is Two-Stay Two-Stray. This technique is develop by kagan and one of cooperative learning system that aimed students able to cooperate, responsible, helping to solve the problem each other and helping increasing quality each other too. This technique practices students to related social well.

According to Lie, Two-Stay Two-Stray technique is kind of cooperative learning that gives chance to each student in group to share the result and information with other student in group.¹⁸ It means that Two-Stay Two-Stray technique gives students experience in gathering information and reporting back to their teammates. It also an interactive process which can be used to build knowledge or summarize learning though sharing.

Two-Stay Two-Stray technique is commonly used for all subjects and students' level. This technique enables the students to share information to the other groups.¹⁹ It means that Two-Stay Two-Stray technique is able to use as a technique in writing and any grade of students. It also gives students' experience

¹⁸ Anita Lie, *cooperative Learning* (Jakarta: Grasindo,2008),p.61

¹⁹ Faad Maonde.et.al, "*The discrepancy on Students' Mathematic Achievement Through Cooperative Learning Model, and the Ability in Mastering Language and Science*",Vol. 3, No. 1, (Halu Oleo University, 2015),p. 145

in gathering information and reporting back to their teammates, this Two-Stay Two-Stray technique was expected to be an alternative technique which can be used for teaching writing.

Based on theory above, Two-Stay Two-Stray is a kind of technique that gives chance to each student in group to summarize learning materials through sharing the result of discussion and other information with other groups.

b. Procedure of Teaching Writing Ability through Two-Stay Two-Stray

Technique

Usually the teacher run his or her classroom differently so it is important to decided on the procedure we need to run the classroom smoothly and then teach them the procedure of the classroom. According to Kagan in Huda, Two-Stay Two-Stray technique consist of some step as follow :

1. Teacher divides the student in some groups which consist of four students in each group.
2. Teacher gives the assignment for each group to discuss it.
3. Student cooperate in groups of four as usual.
4. After the discussion is done, two members of each groups leave the group to visit the other group.
5. The other two members who stay in the group have a tasked to share the information and the result of the discussion to their guests.

6. The guest excused to return to their own group and report what they find in the other group.
7. Then each group compare and discuss the result to their work.
8. Each group present their result of discussion.²⁰

It can be inferred that the students have to form a group consisted of four member of each group. Then, they do the task from the teacher. After doing the task, two of the students move to another group. Two students who stayed in the group have to share or discuss their result to the guess. After discussing, two students as the guess move back to their own group to compare their own result with the other group result and write the conclusion.

In this research the researcher was used procedure of Two-Stray Two-Stray technique by Kagan because he was the developer of this learning technique and the procedure by kagan was suitable for the researcher to modified it with teaching writing ability in descriptive text.

c. Advantages and Disadvantages of Two-Stray Two-Stray Technique

In every kind of cooperative learning model definitely have advantages and disadvantages. The advantages and disadvantages of Two-Stray Two-Stray technique is as follow :

²⁰ Miftahul Huda, *Model-Model Pengajaran dan Pembelajaran*, (Yogyakarta: Pustaka Pelajar,2015),p.207

1. Advantages of Two-Stay Two-Stray Technique

There are some advantages of using Two-Stay Two-Stray technique:

- a. Giving an opportunity to the student to decide their own concept by solving the problem which is given to them.
- b. Giving opportunity to the students to build their creativity and to communicate with their friends in group.
- c. Forming the habit of the students to open minded with their friends.
- d. Increasing the students' motivation in learning.
- e. Helping teacher to reach learning goals, because cooperative learning is easy to be applied.²¹

In other word, using two-stay two-stray technique have many advantages and really help to the students to work together in group. This learning models was suitable for the students to increasing their motivation in learning writing ability because they work with their friend. Moreover, the students can built their creativity and share their idea with their friends.

2. Disadvantages of Two-Stay Two-Stray technique

- a. Two-Stay Two-Stray technique method need more time for discussion
- b. Student who seldom work in group will feel difficult to cooperate
- c. Generally, fluent students in discussion usually dominate the discussion.²²

²¹ Kasiyani Kasbolah E, Suyanto, *English for Young Learner* (Jakarta, Bumi Aksara, 2007), p. 100

In other words, this technique needs more time than other technique. Because this technique have many step and more time will be necessary. And for the students who seldom work in group they will feel difficult, but they should learn how to work in group to relate social well.

d. Teaching Writing by Using Two-Stay Two-Stray Technique

Two-Stay Two-Stray technique is one of cooperative learning approaches that students are involve in planning both the topics for study as well as how to proceed with their investigation of four essential features: investigation, interaction, intrinsic and motivation. In this research the researcher will use procedure of Two-Stay Two-Stray technique by Kagan because he was the developer of this learning technique and the procedure by kagan was suitable for the researcher to combine it with teaching writing ability in descriptive text.

Two-Stay Two-Stray technique to teach descriptive text writing ability consist of some step as follow:

1. Teacher explains the student what is decriptive text and give the example about descriptive text.
2. Teacher divided the students in some groups which consist of four students in each group.
3. Teacher gives the assignment to each group to discuss it.

²² *Loc.Cit*

4. Teacher ask the students to make an outline before start writing in descriptive text.
5. Then, they write the descriptive text according to outline they have made with their groups.
6. Then, two members of each group leave the group to visit the other group to discuss the correct the grammatical writing, and get a new infomation.
7. The other two members who stay in the group have a tasked to share the information and the result from the discussion to their guests.
8. Then the guests write the conclusion they have heard from other group
9. Then, the guests excused to return to their own group and report what they find in the other group.
10. Then each group compare the discussion they have learn from their group and from another group.
11. Then, they make a conclusion from the topic and write it in their book.

It can be concluded that the students have to form a group consisted of four member of each group. Then, the teacher give some topic to each group. After that the student discuss that topics with their groups. then after finish, two of the students move to another group. Two students who stayed in the group have to share or discuss their result to the guess. After discussing, two students as the guest move back to their own group to compare their own result with the other group result and write the conclusion.

7. Guided Writing

a. Concept of Guided Writing

Guided writing is a technique that gives students the opportunity to review a recently taught writing skill in a small-group setting and then to apply the skill through independent writing.²³ Guided writing is the most important factor in these technique. Guided writing is an instructional writing context chiefly teaching the writing process through modeling, support, and practice. Guided writing offers greater opportunities for young writers to make valuable connections between text, sentence and word level decisions and help children shape and redraft texts with particular criteria in mind. Most importantly, with such a writing technique, the instructor should think how to guide young students into independent writing and help them discover their own abilities by providing opportunities for choice, peer response and further scaffolding. As mentioned above, writing technique on how to develop and formulate abstract ideas as well as use proper media or tools to assist pre-writing and successive tasks are critical issues.

Based on the explanation above, it can be concluded that guided writing is a technique for teaching English in which the teacher how to guide the students applied to a topic in teaching writing. Then, it can motivate and help the students in exploring ideas.

²³Ontario Ministry of Education and Training, *A Guide to Effective Instruction in Writing, Kindergarten to Grade 3* (Toronto: Ontario Ministry of Education, 2005), p. 53.

b. Procedure of Teaching Descriptive Text by Using Guided Writing

According to Tynner to achieve the purpose in writing process there are three steps: modeling, support and practice.

a. Modelling

1. The teacher explains what descriptive text is and also explains the part that the students should write in a text.
2. The teacher asks the students to choose their friend to make a small group which each group consists of about four students.
3. The teacher chooses or the students choose themselves about the topic.
4. The teacher gives the students a question related to the topic. The number of questions depends on the topic what the students are going to write.
5. The teacher writes an example of the descriptive text based on the question as the model for the students.

b. Support

1. The teacher provides the topic what the students are going to write
2. The teacher provides some questions related to the topic

c. Practice

1. The teacher asks the students to write their own descriptive text
2. The students begin to write a descriptive text by answering the question given by the teacher.²⁴

²⁴ Yu-Feng LAN, Hun Chun Ling & Hsu, Hung Ju. *Effect of Guided Writing Technique on Students' Writing Attitudes Based on Media Richness Theory*. TOJET : The Turkish Online Journal of Educational Technology. Vol. 10, No.1 Shanghai University. Available at: www.ijern.com/journal/2016/15.pdf . Accessed on : (November, 23th 2018)

Guided writing is a step by step recipe for writing that includes planning, writing, editing, revising, and publishing. Guided writing is an essential component of a balanced writing curriculum, providing an additional supported step towards independent writing. Through guided writing, students are supported during the different stages of the writing process.

c. Advantages and Disadvantages of Guided Writing

Based on the research of Vayye Langen Dyan there are some advantages and the disadvantages of guided writing based on explanations above are as follows:

First, on the positive side, students appreciate the models or examples that show what they have to do in writing. Students' vocabulary building is involved in the process of writing preparation so that students may build their self-confidence in composing writing. Students may quickly go through the exercises orally, so that students can see how they work. In oral preparation, it can be done in different ways according to the interest and ability of the class.²⁵ It means that can help the students to write because the students can see how they work in preparation.

Furthermore, ideas about what to write come from the students themselves. This makes the activity much more interesting and involves the class more. Byrd and

²⁵Vayye Langen Dyan, *Improving Writing Skill through Guided Writing at the Third Year of SMU Negeri 1 Karanganyar Surakarta*, English Education Department, Teacher Training and Education Faculty of Sebelas Maret University, 2010, available on <https://eprints.uns.ac.id/7708/1/143981308201008531.pdf>, accessed on: (November, 22nd 2018)

Gallinaga in Reid states that the exercises in *Write Away* are grammatically focused and are always meaningfully contextualized. Students will be able to use their understanding of the content to sharpen their grammatical accuracy the advantages of using *Write Away* is that these grammatical operations in writing and revising are anticipated and laid out in the sequence of each unit. The results of the operations applied in sequence will produce a well-formed composition.²⁶It means that guided writing may enhance students' grammatical awareness and sentence structure knowledge of a second language, particularly at the lower levels of language proficiency. Despite guided writing's beneficial role in helping the students to produce written work with confidence.

There are some disadvantages about guided writing, the model text given by teacher might be too limiting, especially if the object of writing has quite different features. This may lead students either to follow the text too closely (and so write something which sounds unnatural) or to move away from it too much (and so make many mistakes). It is also criticized for limiting learners' creative thoughts about content of the writing. Another disadvantages of guided writing comes from Reid who states that the exercises above closely reflect the behaviorist hypotheses: with constant practice of correct structures, students will learn the language and will therefore be able to transfer the repeated guided skills to original utterances. Research in second language acquisition, however, has demonstrated that language is not limited to stimulus-response behavior. Rather

²⁶Joy M. Reid, *Teaching ESL Writing* (New York: Prentice Hall Regents, 1993), p. 26.

than language being directed from the outside, learning is a process that the learner controls and to which the learner contributes. Specifically, writing classes that stress repetition and accuracy while severely restricting composing and original thought serve more as grammar classes.²⁷ It means that guided writing emphasizes writing process so that the product of the writing activities is less purposeful especially for students in discovering the texts' true message due to the structural aspect of the text.

B. Frame of Thinking

In learning activity the teacher can do interaction with students as primary meaning of the learning process play an important role. Students got difficulties to express their ideas in form of written language especially in descriptive text. Many teachers still using old method, activity or technique, so the students feel tired and bored. Teachers need proper technique or method that can make the students easy to express their ideas in form of written language. There are many methods, techniques or activities that can be used by teachers in teaching writing.

Two-Stay Two-Stray is the alternative activity for the teacher in learning process. Two-Stay Two-Stray technique for teaching writing can help the students be more active and enjoy to share information with their friends. The researcher believes that the teaching learning by using Two-Stay Two-Stray can give good influence

²⁷*Ibid*, p. 27.

for the students writing ability. It can reduce boring teaching learning situation, and the student will feel interesting and it will motivate in studying english well as to increase their writing ability.

From the explanation above, the researcher concludes that classroom writing activities through Two-Stay Two-Stray technique can be used to develop students' idea in writing, especially in descriptive text. Then, this activity can make the student interested to follow the lesson. They have fun. It can be useful for introducing a new topic or theme for them and student can make a descriptive text correctly. Therefore, using Two-Stay Two-Stray can gives positive influence for the students' writing ability in descriptive.



C. Hypothesis

Based on the theory and assumption above, the researcher formulated the hypothesis as follows:

H_a : There is a significant influence of using Two-Stay Two-Stray technique towards students' writing ability in descriptive text at the first semester of the eighth grade of SMP Negeri 7 Pesawaran in the academic year of 2018/2019

H₀ : There is no significant influence of using Two-Stay Two-Stray technique towards students' writing ability in descriptive text at the first semester of the eighth grade of SMP Negeri 7 Pesawaran in the academic year of 2018/2019.



CHAPTER III

RESEARCH METODHOLOGY

A. Research design

In this research, the researcher used experimental method. Hyland states that experimental methods are often used to investigate the language behaviour of sample groups under controlled condition. Experimental method explore the strength of a relationship between two variable features of a situation such as test scores, proficiency, instruction, and so on.¹ It means as research method that is used to find out an influence of a certain treatment towards others in a controlled condition.

The researcher was apply quasi-experimental design to know whether or not there was a significant influence of using Two-Stay Two-Stray technique toward students' writing ability in descriptive text. Quasi-experimental includes assignment, but not random assignment of participants to groups.² It means that quasi experimental include assignment of participants to groups. The researcher selected two classes, they are an experimental class and control class. The experimental class employed by using Two-Stay Two-Stray technique and the control class by using guided writing technique. Each class received the same pre-test and post-test.

¹ Ken Hyland, *Teaching and Researching writing*, (London: Pearson Education Limited, 2002), pp. 169-170

² John W. Creswell, *Educational research planning conducting and evaluating Quantitative and Qualitative Research* 4th Ed, Pearson. (New York : Longman,2012), p.309

The researcher design can be presented in table 2:

Table 2
Pre-test and Post-test Design

Select Control Group	Pre-test	Control Treatment	Post-test
Select Experimental Group	Pre-test	Experimental Treatment	Post-test

The researcher used two classes as the sample of this research consisting of experimental class and control class. The experimental class taught by using Two-Stay Two-Stray technique as the treatment, whereas in the control class taught using Guided writing technique. In this research, the students given pre-test to both classes before treatment to know their writing ability in descriptive text and post-test is give to know their writing ability in descriptive text after the treatment is done. The pre test and post test conducted for experimental class and control class.

B. Variabel of the Research

According to Sugiyono variable is something that can be object of research to get the information of everything about it.³ It means that variable is all of the something that can be resource or object that we get information for our research and to know the influence after giving treatment for target research.

In this research there were two variables, they are:

1. Independent variable is teaching writing by Two-Stay Two-Stray (X).
2. Dependent variabel is the students’ descriptive text writing ability (Y).

³Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R & D* (Bandung: Alfabeta, 2003), p.38.

C. Operational Definition of Variable

The operational definition of variable is used to describe the variables which are used in this research to avoid misconception of variables presented in this research. It is also aimed in other the research has clarity about the data needed, so the researcher investigates the data related to the variables of this research.

The operational definitions of the variables are follows:

1. Teaching Writing by Using Two-Stay Two-Stray technique

Two-Stay Two-Stray is a technique for teaching writing descriptive text that is used to increase students' achievement in learning descriptive text writing with technique that gives chance to each student in group to summarize learning materials through sharing the result of discussion and other information with other groups.

2. Students' writing ability in descriptive text

The students' writing ability in descriptive text is to produce a written language in the form of the text to express ideas, thoughts, and feeling to other people, In the form of description to describe a written text that have specific function to give description about an object that contain identification and description that use grammatical pattern. This kind of writing describes an object so that the reader can imagine about the object because the writer describe it specifically.

D. Population, Sample, and Sampling Technique of the research

To know whether total of the students, choose the sample from total of the students and to know technique from the sample some criteria should be considered. It is population, sample and sampling technique of the research.

1. Population

According to Creswell, population is a group of individuals who have the same characteristic⁴. The population of this research was taking from students at the first semester of eighth grade of SMPN 7 Pesawaran in the academic year of 2018/2019 which consist of 179 students in five classes.

Table 3
The Population at the First Semester of Eighth Grade of SMP N 7 Pesawaran in the academic year of 2018/2019

No.	Class	Gender		The Number of Students
		Male	Female	
1.	VIII A	5	31	36
2.	VIII B	18	18	36
3.	VIII C	13	23	36
4.	VIII D	17	19	36
5.	VIII E	19	16	35
Total number of the students				179

Source: Document Mrs. Jusni Sipahutar, S.Pd English teacher of SMPN 7 Pesawaran 2018/2019

2. Sample of the research

A sample is any part of a population of individuals on whom information is obtained. It may for a variety of reasons, be different from the sample originally

⁴ John W. Creswell, *Op. Cit* p.142

selected.⁵ It means that sample is part of individual members which is chosen to represent of the whole population. Based on total of population consists 179 students from 5 classes in the eighth grade. The researcher took two classes from five classes of the students available as the sample of the research, one as experimental class, and the other as control class.

3. Sampling of the technique

In this research, the researcher used cluster random sampling technique in choosing the sample. The selection of groups, or cluster, of subject rather than individuals is known as cluster random sampling⁶. The experimental and control class will choose randomly. Steps in determining the experimental class and control class as follows:

- a. The first, the researcher was provided five pieces of small paper, the researcher write three names of classes in a small piece of paper.
- b. The second, the researcher made a kind of lottery. Then the researcher rolled them up and put them into a glass.
- c. Then, the researcher took one of the rolled. The researcher took the first paper as the experimental class and put back and shaken, The second paper as a control class.

⁵ Jack R, Fraenkel and Norman R Wallen, *How to design and Evaluate Research in Education*, (New York, McGraw- Hill, 2008), p.105

⁶ *Ibid*, p.95

E. Research Procedure

In conducting this research, the researcher applied some procedures as follows:

1. Finding the subject of research

The researcher choose the students of eighth grade SMPN 7 Pesawaran as a subject of the research. One class as experimental class and one class as control class.

2. Designing the instruments of the research

The instrument of this research was writing test. The students got the same instrument for both classes in several topics.

3. Pretest

Pretest was given to know the students' descriptive text writing ability before given the treatment. The students given three topics, they are:

- a. Rabbit
- b. Father
- c. House

4. Conducting treatment

Treatment was given in three meetings in each class. In the experimental class, the researcher used Two-Stay Two-Stray technique. In the control class, the researcher used Guided writing Technique

5. Administering the posttest

Posttest was conducted after the treatments. The test used to know the students' descriptive text writing ability after giving the treatment. In this test,

the students were given the topic. Then the students made the descriptive text related to the topic.

6. Analyzing the result of posttest

In analyzing the result, the researcher compared the result of posttest between experimental and control class to see whether the posttest's score of experimental class is higher than control class.

F. Data Collecting Technique

In conducting this research, the researcher needed technique to collect the data. In this research the researcher used a test. The test was done to know the students' descriptive text writing ability after they was taught by using Two-Stay Two-Stray technique. The researcher provided some topics. Every student has to choose one of topics that were provided by the researcher and then made the descriptive text based on the topic. In this research, the control class and the experimental class were given the same test. The result of the test would be written in the scoring column on the paper.

G. Research Instrument

The instrument is a tool for measuring, observing, or documenting data, it contains specific questions and response possibilities that you establish and develop in advance of the study⁷. The research instrument that used in this research is writing test. The researcher made two instruments, they are pre-test

⁷ John W. Creswell, *Op. Cit.*, p.14

and post-test. The instrument of pre-test and post-test were used to composed a descriptive text with the time allocation 40 minutes. The researcher was given some topics that must be chosen by students.

The topics are:

- 1. Pre-test Instrument
 - a. Animal (my Rabbit).
 - b. Person (My Mother).
 - c. Place (My House).
- 2. Post-test Instrument
 - a. Animal (My Cat)
 - b. Person (My Father)
 - c. Place (My School)

H. Scoring System for Evaluating Students’ Writing Descriptive in Short Functional Text Ability

The score of test was calculated based on the following scoring system proposed by Christopher Tribble:

Table 4
Scoring System

a. Task Fulfillment/ Content	
20-17	Excellent to very good: excellent to very good treatment of the subject, considerable variety of ideas or argument; independent and through interpretation of the topic; content relevan to the topic;accurate detail.
16-12	Good to average : adequate treatment of topic, some variety of ideas or argument; some independence of interpretation of the topic; most content relevant to the topic; reasonably accurate detail.

11-8	Fair to poor: treatment of the topic is hardly adequate, little variety of ideas or argument; some irrelevant content to the topic;lacking detail.
7-5	Very poor: inadequate treatment of topic, no variety of ideas or argument; content irrelevant or very restricted; almost no useful detail.
4-0	Inadequate: fails to adress the task with any effectiveness.
b. Organization	
20-17	Excellent to very good: fluent expression, ideas clearly stated and supported; appropriately organized paragraphs or sections; logically sequenced (coherence); connectives appropriately used (cohesion).
16-12	Good to average: uneven expression, but main ideas stand out; paragraphing or sections evident; logically sequenced (coherence); some connectives used (cohension).
11-8	Fair to poor: very uneven expression, ideas difficult follow; paragraphing/organization does not help the reader; logical sequenced difficult to follow (coherence); connective largely absent (cohesion).
7-5	Very poor: lacks fluent expressions, ideas very difficult to follow. Little sense of paragraphing/organization; no sense of logical sequence (coherence), connectives not used (cohesion).
4-0	Inadequate: Fails to address this of aspect of the task with any effectiveness.
c. Vocabulary	
20-17	Exellent to very good: wide range of vocabulary; accurate word/idiom choice and usage; appropriate selection to match register.
16-12	Good to average : adequate range of vocabulary;occasional mistakes in word/idiom choice and usage; register not always appropriate.
11-8	Fair to poor: limited range of vocabulary; a noticeable number of mistakes in word/idiom choice and usage; register not always appropriate.
7-5	Very poor: no range of vocabulary; uncomfortably frequent mistakes in word/idiom choice and usage; no apparent sense of register.
4-0	Inadequate: fails to address his aspect of the task with any effectiveness.
d. Language	
30-24	Excellent to very good: confident handling of appropriate structure, hardly any errors of agreement, tense, number, word order, articles, pronouns, prepositions; meaning never obscured.
23-18	Good to average: acceptable grammar but problem with more complexes structures; mostly appropriate structure; some errors of agreement, tense, number,

	word order, articles, pronouns, prepositions; meaning sometimes obscured.
17-10	Fair to poor: insufficient range of structures with control only shown in simple constructions; frequent errors of agreement, tense, number, word order, articles, pronouns, prepositions, meaning sometimes obscured.
9-6	Very poor: major problems with structures even simple ones; frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions; meaning often obscured.
5-0	Inadequate: fail to address this aspect of the task with any effectiveness.
e. Mechanics	
10-8	Excellent to very good: demonstrates full command of spelling, punctuation, capitalization, and layout.
7-5	Good to average: occasional errors in spelling, punctuation, capitalization, layout.
4-2	Fair to poor: frequent errors in spelling, punctuation, capitalization, and layout.
1-0	Very poor: fails to address this aspect of the task with any effectiveness. ⁸

For clearer explanation, the following are the criteria for scoring writing which are used in this research:

1. Content : the agreement with the title chosen
2. Organization : paragraph unity, coherence, and cohesion
3. Vocabulary : the precision of using vocabulary
4. Language use grammar : tenses and pattern
5. Mechanics : spelling and punctuation

The final score: Content + Organization + Vocabulary + Language + Mechanics

⁸ Christopher Tribble, *Language Teaching Writing* (Oxford: Oxford University Press, 1996), p.130

Example:

Content	: 20
Organization	: 20
Vocabulary	: 20
Language	: 30
<u>Mechanics</u>	<u>: 10 +</u>
	100

Based on the explanation above, it can be concluded that the scoring scale for evaluating students' writing descriptive in short functional text ability is adopted by Tribble with considered the content, organization, vocabulary, language, and mechanics. Besides, in this research the researcher used inter-rater to score the result of the test. The scoring was done by researcher herself and another person who also score the test, the English teacher in the school. The scores of two raters are summed up and then divided into two.

I. Validity, Readability and Reliability of the Test

To know whether the test is good or not, some criteria should be considered. the criteria of a good test are validity (content validity and construct validity), and reliability.

1. Validity of the Test

A good test is the test that has validity. According to Arthur, “the validity test is conducted to check whether the test measures what is intended to be measured”.⁹ It means, by using validity test the researcher was known whether the test has good validity or not. The researcher analyzed the test from content validity and construct validity.

a. Content Validity

Content validity refers to the degree to which the test actually measures, or is specifically related to the traits for which it was designed, content validity is based upon the careful examination of course textbooks, syllabus, objectives, and the judgments of subject matter specialists.¹⁰ It means that to get content validity the test adapted with an English teacher and the student's book to know that the test suitable with subject that was taught to the students.

Content validity concerns whether the tests are good reflection of the materials that need to be tested. Content validity refers to instruments that are parallel with the matter that measured because in this research the test is to measure students' descriptive text writing ability of the eighth grade of SMPN 7 Pesawaran. Based on the syllabus, descriptive text taught at the first semester of the eighth grade of SMPN 7 Pesawaran. (See Appendix 04)

⁹ Hughes Arthur, *Testing for Language Teacher*, 2nd Ed, (Cambridge: Cambridge University Press, 2003), p. 26

¹⁰ John W. Creswell, *Op. Cit.*, p.17

b. Construct Validity

According to Setiyadi, construct validity was used to measure perception, language behavior, motivation, even the language ability.¹¹ It means that construct validity is focused on the kind of the test that was used to measure the ability. In this research, the researcher used writing. The methods of scoring students' writing was adapted by Tribble. They are content, organization, vocabulary, language and mechanic. To make sure, the researcher consulted to the English teacher of SMPN 7 Pesawaran. Mrs. Jusni Sipatuhar to construct validity evidence.

2. Readability of the test

Readability test are indicators that measure how easy the direction and instruction can be read and understood.¹² The researcher conducted readability test to know whether the direction and instructions can be understood by the test take or not. The readability of the writing sheet was given to the students in the eighth grade. To know readability of the test instrument, the researcher followed Kouame's research. Participants was asked to evaluate instructions and the understandability of each item on a scale of 1 to 10 where, 1 describe an item that is easy to read and 10 describe an item that is difficult to read.¹³ The question was tested individually.

¹¹ Ag Bambang Setiyadi, *Metode Penelitian untuk Pengajaran Bahasa Asing Pendekatan Kuantitatif dan Kualitatif*, (Yogyakarta: Graha Ilmu, 2006), p.26

¹² Julien B. Kouame, "Using Readability Test to Improve the Accuracy of Evaluation Documents Intended for Low-Literate Participants" (Journal of Multi Disciplinary Evaluation, Vol. VI, No. 14 August, Western Michigan University, Michigan, 2010), p.133

¹³ *Ibid*, p. 133

Furthermore, based on the finding of kouame's research, if the mean of all items of the instrument text has mean under 4.46, the instrument is quite readable and understandable by the readers or test takers. Because the mean of the items (instrument) of writing test above is 2.09 (lower than 4.46), it means that instrument is readable. (See Appendix 9B)

3. Reliability of the test

Brown states that reliability is to measure of accuracy, consistency, dependability, of fairness of scores resulting administration of particular examination. A reliability test is consistent and dependable¹⁴. Arikunto adds that reliability shows an instrument can be believed for used as tool of data collecting technique when the instrument is good enough.¹⁵ It means that if the data are true based on the facts, how many data that were taken, the result was always the same. To get the reliability in this test, the researcher used inter-rater reliability. This inters rater reliability counts level of the reliability based on two series of score that are gotten by two raters or more simultaneously.

The researcher used the criteria of reliability was follows:

1. Between 0.800 until 1.000 (very high)
2. Between 0.600 until 0.799 (high)
3. Between 0.400 until 0.599 (medium)
4. Between 0.200 until 0.399 (low)

¹⁴ H. Douglas Brown, *Teaching By Principle: An Interactive Approach to Language Pedagogy* (San Fransisco: longman, 2001),p.386.

¹⁵ Suharsimi Arikunto, Op. Cit.p. 211.

5. Between 0.000 until 0.199 (very low) ¹⁶

After calculating, the reliability from inter-rater reliability, the researcher found that the reliability of pre-test was 0.623 and the reliability of post-test was 0.769. In short, the degree of the level of reliability of the students' writing between post-test and pre-test was very high and it can be seen that students' writing was reliable.

J. Data Analysis

After collecting the data, the researcher analyzed the data by using parametric statistics. There were two assumptions that should be fulfilled, they are normality and homogeneity test.

1. Fulfillment of the Assumptions

Parametric test is significant test which assume a certain distribution of the data assume an interval level of measurement, and assume homogeneity of variances when two or more samples are being compared. Furthermore parametric statistical significance test, consist of analysis variance and least squares regression, are widely used by writers in many disciplines, including statistics parametric tests to produce accurate results.¹⁷ It means that to get the accurate result the researcher has to do some test such as normality test and homogeneity test.

¹⁶ Sugiyono, *Metode Penelitian Pendidikan, Pendekatan Kuantitatif, Kualitatif dan R & D*, (Bandung: Alfabeta, 2010), 184.

¹⁷ Sugiyono, *Loc.Cit.*

a. Normality Test

The Normality used to know whether the data, in experimental and control class, has the normal distribution or not. In this research, the researcher used statistical computation by using SPSS (Statistical Program for Social Science).

While the criteria of acceptance or rejection of normality test are as follows:

Ho is accepted if $\text{sig} \geq \alpha = 0.05$

Ha is accepted if $\text{sig} < \alpha = 0.05$

The hypotheses for the normality test are formulated as follows:

Ho: the data are normally distributed

Ha: the data are not normally distributed.

b. Homogeneity Test

After the normality test, the researcher determined the homogeneity of the test. Homogeneity used to know whether the data was homogenous or not. In this research, the researcher used statistical computation by using SPSS (*Statistical Program for Social Science*). To calculate the Levene's Test.

While the criteria of acceptance or rejection of homogeneity test are as follow:

Ho is accepted if $\text{sig} \geq \alpha = 0.05$

Ha is accepted if $\text{sig} < \alpha = 0.05$

The hypotheses for the homogeneity test are formulated as follows:

Ho = the variances of the data are homogenous

Ha = the variances of the data are not homogenous.

c. Hypothetical Test

After the researcher know that the data was normal and homogeneous, the data was analyzed by using independent sample t-test in order to know the significance of the treatment effect.

While the criteria acceptance or rejection of hypotheses test are:

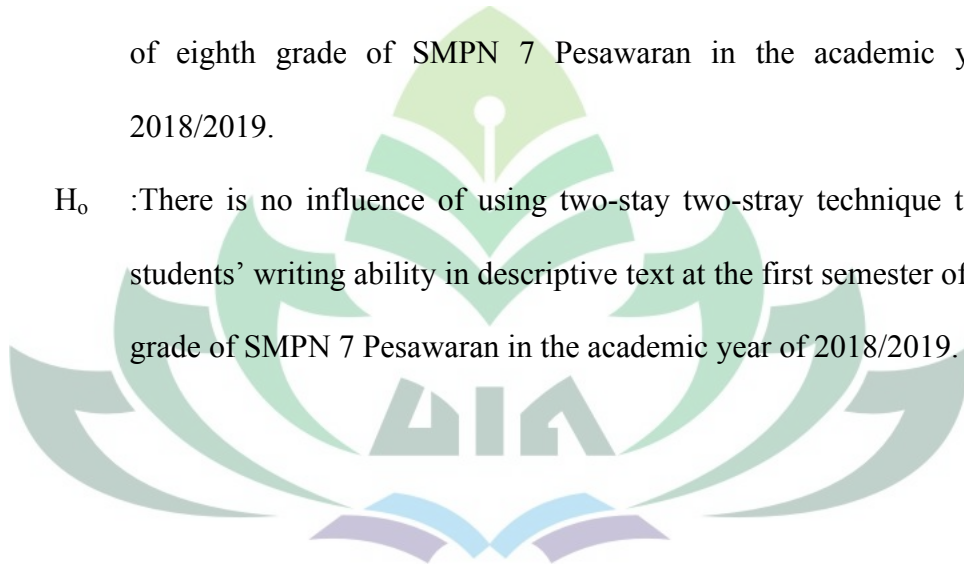
H_a is accepted if $\text{sig} < \alpha = 0.05$

H_o is accepted if $\text{sig} \geq \alpha = 0.05$

The hypothesis formulas are:

H_a :There is a significant influence of using two-stay two-stray technique towards students' writing ability in descriptive text at the first semester of eighth grade of SMPN 7 Pesawaran in the academic year of 2018/2019.

H_o :There is no influence of using two-stay two-stray technique towards students' writing ability in descriptive text at the first semester of eighth grade of SMPN 7 Pesawaran in the academic year of 2018/2019.



CHAPTER IV
RESULT AND DISCUSSION

A. Situation of SMPN 7 Pesawaran

SMP Negeri 7 Pesawaran is located on Jl.Raya Lumbirejo, Kec. Negeri Katon, Kab. Pesawaran. This school was established in 1992 with SK.0313/0/1992 on August 1992. The head master is Ermi Yusnita, M.Pd. the activities of teaching and learning are done in the morning. The classes begin at 07.15 A.M and finish at 03.00 P.M

For supporting the teaching learning process of SMP Negeri 7 Pesawaran has some classes and rooms. Based on the documentation of SMP Negeri 7 Pesawaran and observation that the researcher had conducted, the facilities of SMP Negeri 7 Pesawaran consisting of: headmaster’s room, vice headmaster’s administration’s room, counselor’s room, teacher’s room, classroom, library, laboratory, multimedia’s room, toilet, mosque, OSIS room, UKS room, canteen, and computer .

Table 5
Facilities of SMP Negeri 7 Pesawaran in the academic year of 2018/2019

No	Kinds of facilities	Total
1	Headmaster’s room	1
2	Vice Headmaster’s room	1
3	Admin Staff Room and conselour room	1
4	Teacher’s room	1
5	Classroom	13
6	Library	1
7	Laboratory	1
8	Multimedia’s room	1
9	Toilet	4

10	OSIS room	1
11	UKS room	1
12	Warehouse room	1
13	Canteen	1
14	Computer	1
15	Mosque	1

SMP Negeri 7 Pesawaran has 36 teachers. The condition of the teachers of SMP Negeri 7 Pesawaran in the academic year 2018/2019 can be seen in this following table :

Table 6
Teachers of SMP 7 Pesawaran in the academic year of 2018/2019

no	Name	Position
1	Ermi Yusnita, M.Pd	Head Master
2	Sarjono S.Pd	Teacher
3	Slamet Susanto S.Pd	Teacher
4	Helna Wati	Teacher
5	Kamsiyah .S	Teacher
6	Sukirno	Teacher
7	Hj. Nunuk Handayani	Teacher
8	Hi. Rubianto S.Pd	Teacher
9	Akhmad Toni S.Pd	Teacher
10	Subejo Prayitno S.Pd	Teacher
11	Sumitro S.Pd	Teacher
12	Yasmani	Teacher
13	Sugiono S.Pd	Teacher
14	Yusni Sipahutar S.Pd	Teacher
15	Suparmo S.Pd	Teacher
16	Warniyati S.Pd	Teacher
17	Murdiyoko	Teacher
18	Dra. Singkrih	Teacher
19	Romelan S.Pd	Teacher
20	Hilaria Rini Utami S.Pd	Teacher
21	Hayatun Amanah S.Pd	Teacher
22	Apriyani Ekayanti S.Pd	Teacher
23	Iryanto S.Pd	Teacher
24	Yuli Puji Astuti S.Pd	Teacher
25	Muhajir S.Pd.i	Teacher
26	Sri Mulyani S.Ag	Teacher
27	Rurul Yunitasari S.Pd	Teacher
28	Ayu Wijaya Sari S.Pd	Teacher
29	Tupan Bruriyadi S.Pd	Teacher
30	Reni Astuti, S.Pd	Teacher
31	Ratika Dolok Saribu	Teacher
32	Sulistianingsih S.Pd	Teacher
33	Mireta Sepliza Putricia S.Pd	Teacher
34	Surdayati S.Pd	Teacher

35	Purwanto S.Pd	Teacher
36	Budi Warsito	Teacher

Source :Documentation of SMP Negeri 7 Pesawaran

Moreover in academic year of 2018/2019, SMP Negeri 7 Pesawaran has 13 classes consist of 422 students.

B. Research Procedure

The research was conducted on August 3th, 2018. Before conducting the research, firstly the researcher asked permission to the head master and the English teacher at school. After having the permission, the researcher conducted the research through following step:

1. Determining the subject of the research,namely the students at the first semester of eighth grade of SMP Negeri 7 Pesawaran.
2. Determining the sample of the research by using cluster random sampling technique.
3. Holding the try-out to know the reliability and validity of the test, this test was given to the student out of research sample.
4. Holding the pre-test in order to know the student writing ability before they had treatment
5. Analyzing the data gotten through the pre-test
6. Giving the treatment to the sample of the research that was Two-Stay Two-Stray Technique was implemented in teaching writing ability

7. Holding the post-test in order to know the students' writing ability after the treatment
8. Analyzing the data gotten through the post-test. The data were analyzed by using SPSS (*Statistical Package For the Social Science*)
9. Testing the hypothesis and making the conclusion
10. Reporting the result of the research

C. Description of Treatments

The researcher gave the pre-test, on Monday, August 6th, 2018 at 09.00 – 10.30 a.m. in experimental class and in control class. In experimental class which consisted of 36 students and in the control class which consisted of 36 students. When the researcher gave the pre-test all the students followed the test.

The first treatment was done on Thursday, August 9th, 2018 at 01.30 pm - 03.00 pm in experimental class and on Friday, August 10th, 2018 at 12.30 pm - 02.00 pm in control class. There was one student absent in the experimental class and there was two students absent in control class. In experimental class, The students and the teacher were exchanging greetings and introducing each others as the lesson began. The teacher also check students' attendent list, and don't forget to introduce the technique were will given to the students. The first material was descriptive text about the parents. In the first treatment the students looked nervous and embrassed when they should interact each other with teacher

and they seem to be worried in implementing this technique, they didn't know what should they write in the text.

The researcher gave the second treatment on Thursday, August 16st, 2018 in experimental class at 01.30 pm – 03.00 pm and on Friday, August, 17rd, 2018 in control class at 12.30 pm – 02.00 pm. In the second meeting there was no student absent in experimental class and control class. In experimental class, the condition is more relax and the students already understand with the teachers' instruction in learning process. The material was descriptive text about animal. The class be more active, they can discuss each other although their written product have many corrections such as their grammar but the lesson was going smoothly.

Then, on Thursday, August, 23th, 2018 the researcher gave the third treatment in experimental class the treatment at 1.30 pm – 3.00 pm and on Friday, August 24th, 2018 at 12.30 pm – 2.00 pm in control class, the students in the experimental class and control class there was no students absent. In experimental class, students were more confident to share their ideas, to write their outline, to discuss their written text, and to conclude the topic. They also better in their grammar. The material in third treatment was descriptive text school.

For the last meeting, the researcher gave the post test to the students in experimental class on Thursday, August 30th, 2018 and on Friday 31th, 2018 in control class. All of students in experimental class and control class followed the test.

D. Result of the Research

1. Result of Pre-Test

The pre-test was administrated in order to know students' writing ability before the treatments were given. It can be seen from the pre-test score of students' descriptive text writing ability in the control class and experimental class. At the first meeting the researcher conducted pre-test in order to find out the previous students descriptive text writing ability. The pre test was given on Monday, August 6th, 2018 at 09.00 – 10.30 am in VIII C as experimental class and in VIII D as control class.

The mean of pre-test in experimental class was 67.83, standard of deviation was 5.654, N was 36, median was 67.00, variance was 31.97, minimum score was 58 and maximum score was 77. (See Appendix 9B).

The mean of pre-test in control class was 65.47, standard deviation was 6.276, N was 36, median was 65.00, variance was 125.647, minimum score was 53, and maximum score was 75. (See Appendix 9A)

2. Result of Post-test

After conducting three meetings of treatment the researcher conducted the post test to the sample. The researcher conducted post-test in order to know whether the students' score increased or not. The post test was conducted on Thursday, August 30th, 2018 in experimental class and on Friday 31th, 2018 in control class.

The mean of post test in experimental class was 73.36, standard of deviation was 4.106, N was 36, median was 66.50, variance was 32.237, minimum score was 65.00, and maximum score was 80.00. It showed students' descriptive text writing ability after they got treatments. (See Appendix 9D)

The mean of post test in control class was 66.36, standard deviation was 5.677, N was 36, median was 75.00, variance was 57.071, minimum score was 55.00, maximum score was 79.00. (See Appendix 9C)

E. Data Analysis

1. Fulfillment of the assumption

Parametric test are significance test which assume a certain distribution of the data (usually the normal distribution) assume an interval level of measurement and assume homogeneity of variances when two or more sample are being compared. In order to get a certain distribution of the data, the researcher did some test and homogeneity test.

a. Result of Normality Test

The Normality was used to measure whether the data in experimental class and control class has the normal distribution or not. In this research, the researcher used statistical computation by using SPSS 16.0 (*Statistical Package for Social Science*) was used in statistical computation for normality test. The test of normality test. The test of normality employed are Kolmogorov- Smirnov and Shapiro Wilk.

The hypothesis for the normality test was formulated as follows:

- H_0 : the data are normally distributed
- H_a : the data are not normally distributed.

While the criteria of acceptance or rejection of normality test were as follows:

- H_0 is accepted if $sig > \alpha = 0.05$
- H_a is accepted if $sig < \alpha = 0.05$

Table 7
Normality of the Experimental and Control Class
Tests of Normality

	Kelas	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
Pre	Con	.129	36	.140	.940	36	.052
	Ex	.114	36	.200*	.944	36	.066
Post	Con	.100	36	.200*	.981	36	.772
	Ex	.106	36	.200*	.957	36	.172

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

Related on the Table 7, it can be seen that Sig. (p_{value}) for pre test experimental class was 0.140, for post test experimental class was 0.200, for pre test control

class was 0.200 and for post test control class was 0.200 and $\alpha = 0.05$. It means that $\text{Sig. (p}_{\text{value}}) > \alpha$ and H_0 is accepted. The conclusion is the data has normal distribution. It is calculated based on the gain of the experimental and control class. (See Appendix 12)

b. Result of Homogeneity Test

After the researcher got the conclusion of normality test, the researcher did the homogeneity test in order to know whether the data is homogenous or not. In this research, the researcher used statistical computation by using SPSS (*Statistical Package for Social Science*). The test of homogeneity employing Levene’s Test. While the criteria of acceptance or rejection of homogeneity test were as follow:

H_0 is accepted if $\text{sig} > \alpha = 0.05$

H_a is accepted if $\text{sig} < \alpha = 0.05$

The hypotheses for the homogeneity test were formulated as follows :

H_0 = The variances of the data are homogenous

H_a = The variances of the data are not homogenous

Table 8
Homogeneity of Experimental and Control Class
Test of Homogeneity of Variances

	Levene Statistic	df1	df2	Sig.
Pre	.394	1	70	.532
Post	1.660	1	70	.202

Based on the results obtained in the test of homogeneity of variances in the column, it can be seen that $\text{Sig. (P}_{\text{value}}) = 0.202 > \alpha = 0.05$. It demonstrated that H_0

was accepted because $Sig. (P_{value}) > \alpha = 0.05$. It means that the variance of the data was homogenous.

c. Result of Hypothetical Test

Based on the previous explanation that the normality and homogeneity test was satisfied. Therefore, the researcher used the following t-test by independent t-test for hypothetical of test.

The hypothesis formulas are:

H_a : There is a significant influence of using two-stay two-stray technique towards students' writing ability in descriptive text at the first semester of eighth grade of SMPN 7 Pesawaran in the academic year of 2018/2019.

H_o : There is no influence of using two-stay two-stray technique towards students' writing ability in descriptive text at the first semester of eighth grade of SMPN 7 Pesawaran in the academic year of 2018/2019.

The criteria of acceptance or rejection of the hypothesis for Hypothetical test was:

H_a is accepted if $Sig. < \alpha 0.05$

H_o is accepted if $Sig. \geq \alpha 0.05$

Table 9
The Result of Independent Sample Test

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
				F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
		Lower	Upper							
Score	Equal variances assumed	.186	.668	-4.154	70	.000	-9.36111	2.25351	13.85559	4.86664
	Equal variances not assumed			-4.154	68.816	.000	-9.36111	2.25351	13.85695	4.86528

F. Discussion

Referring to the result of research, it shows that Two-stay Two-Stray technique could give influence to the students’ descriptive text writing ability. It could be seen from the result that the students’ post test in experimental class was higher than in control class, besides Two-stay Two-Stray technique could improve each aspect of students’ writing ability including vocabulary, content, organization, mechanics and language.

In order to know the influence of using Two-stay Two-Stray technique towards students’ descriptive text writing ability the researcher did three treatments. In the

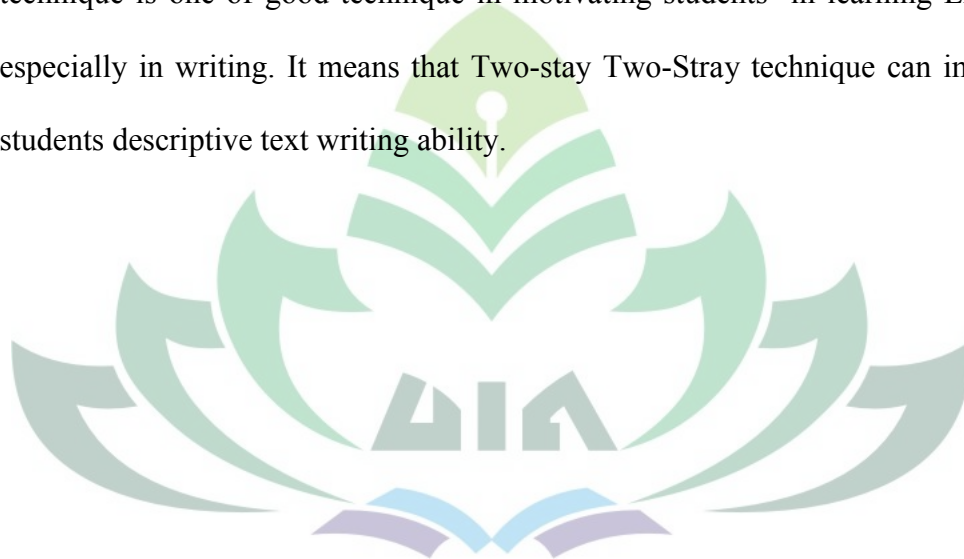
first treatments held on August 9th 2018. The second treatment on August 16st 2018 and the third treatment on August 23th 2018.

At the beginning class, the students were thought Two-stay Two-Stray technique in experimental class. The material was three topics descriptive text for three meeting. Before doing Two-stay Two-Stray technique the researcher explained to the students about descriptive text and explained how to use procedure Two-stay Two-Stray technique in descriptive text.

During the treatment, the process was analyzed when the Two-stay Two-Stray technique was used in teaching writing descriptive text. The students enjoyed during the process, they could done the step of this technique well. Although, in the first and second meeting there are some problems were found such as they were nervous and embarrassed, they seem to be worried to write up in class which implemented Two-stay Two-stray technique. They were not confident because so many grammar were false but the learning process still going smoothly. In every meeting we always took the conclusion for our meeting and the teacher gave correction, suggestion, and motivation for the students in the end of lesson. Thus, in the third meeing with the different topic, they had done better, they fix their mistakes and also perform more active in learning process in discussion.

The last of the research, post test was given to measure the improvement of descriptive text writing ability in both classes after treatments done. Based on analysis the data and testing hypothesis, the result of the calculation was found that null hypothesis (H_0) was rejected and alternative hypothesis (H_a) was accepted. From the analysis, the researcher knew that the students who got high frequency of using Two-stay Two-Stray technique got better score. It was proved by the average score in both classes.

The average score of experimental class was 17.62 and average score control class was 16.83. Therefore, it could be concluded that Two-stay Two-Stray technique is one of good technique in motivating students' in learning English, especially in writing. It means that Two-stay Two-Stray technique can improve students descriptive text writing ability.



CHAPTER V

CONCLUSION AND SUGESSTION

A. Conclusion

After conducting the research and analyzing the data, the researcher conclude that there was a significant influence of using Two-Stay Two-Stray technique towards students' writing ability in descriptive text. It caused after looking at the result of the data calculation in previous chapter where null hypothesis (H_0) was rejected, an alternative hypothesis (H_a) was accepted, it means that, two-stay two-stray technique could give a significant influence towards students' writing ability in descriptive text. The result could be seen from Sig. (2-tailed) of the equal variance assumed in SPSS table where the Sig. (2-tailed) is 0.00. it was lower than $\alpha = 0.05$ and it means that H_0 was rejected and H_a is accepted.

Based on the result of the data analysis, the researcher concluded that there was a significant influence of Two-Stay Two-Stray Technique towards students' writing ability in descriptive text at the first semester of the eighth grade of SMPN 7 Pesawaran in the academic year 2018/2019.

B. Suggestion

Based on the result of the research, the researcher would like to give some suggestions of this research as follow :

1. For the teacher

- a. In this research, the teacher found out that Two-Stay Two-Stray technique can be used to develop student writing ability in descriptive text. Due the finding, English teacher can help students increase their writing ability by using Two-Stay Two-Stray Technique.
- b. Two-Stay Two-Stray as one of technique in teaching writing ability in descriptive text because it helped the students to learn and share with their friends. Two-Stay Two-Stray can provide students with an oportunity to learn from each other in an active process. Thus, by using Two-stay Two-stray technique, it can helps teacher to make the teaching and learning process enjoy.

2. For the students

In this research, the researcher found out that Two-Stay Two-Stray technique was influence the students. This technique was effective to improve students' writing ability in descriptive text because they worked cooperatively in small group consist of four students in each group and they also had to be interactive with the other group.

3. For Further Research

In this research, the researcher used Two-Stay Two-Stray technique to help the student of Junior High School, especially in descriptive text. Further researcher may conduct this technique on different level of students, for example Senior High School or University.

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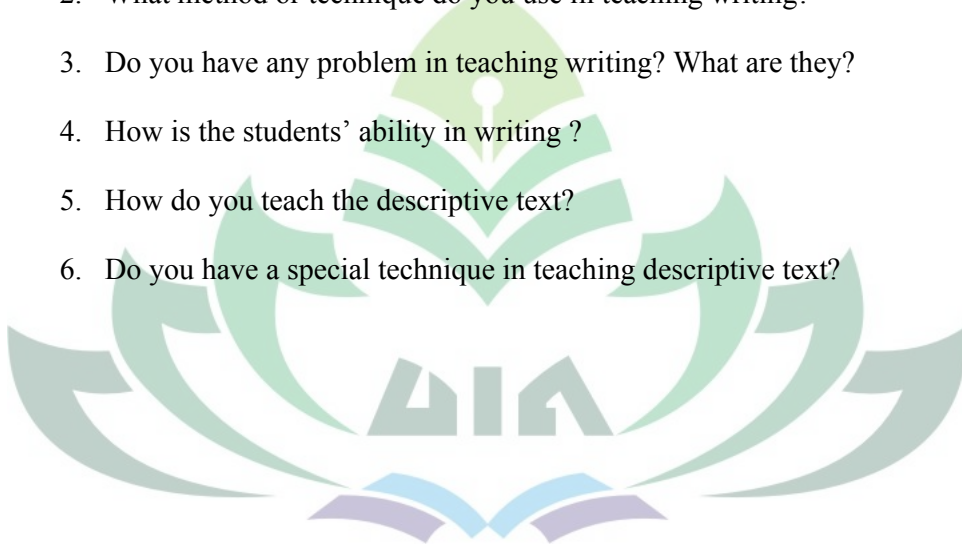
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Appendix 1A Interview Guideline for the Teacher**INTERVIEW GUIDELINE
FOR THE TEACHER**

1. Can you tell me your experience in teaching English especially in descriptive text writing ability?
2. What method or technique do you use in teaching writing?
3. Do you have any problem in teaching writing? What are they?
4. How is the students' ability in writing ?
5. How do you teach the descriptive text?
6. Do you have a special technique in teaching descriptive text?



Appendix 2A Students Interview Result

Interviewer : Kurniawati
 Interviewee : Dian Anggara
 Place : SMPN 7 Pesawaran

NO	PERTANYAAN	JAWABAN	KESIMPULAN
1.	Apakah anda menyukai pelajaran Bahasa Inggris?	Saya suka bahasa Inggris karna bagi saya bahasa inggris itu menarik	
2.	Bagaimana cara guru Bahasa Inggris mengajar dikelas?	Cara mengajarnya seperti biasa guru mengajarkan didepan kelas dan langsung mencatat	
3.	Kesulitan apa yang sering ditemukan dalam belajar Bahasa Inggris terutama dalam <i>writing</i> ?	Kesulitannya biasanya di vocabulary sma grammarnya	
4.	Hal apa yang anda sukai dan yang tidak anda sukai dalam belajar Bahasa Inggris?	Saya suka pelajaran bahasa inggris karna gurunya baik dan menyenangkan. Hal yang tidak disuka yaitu pelajaran bahasa inggris itu susah, harus rajin membuka kamus agar tahu artinya. Tulisan dan cara bacanya juga berbeda jadi susah untuk mempelajarinya	
5.	Sebagai seorang siswa bagaimana menurut anda tentang sistem atau cara guru dalam mengajar bahasa inggris sehingga siswa dapat merasa senang dan dapat meningkatkan nilai bahasa Inggris ?	Saya suka tanya jawab dan diselingi game atau tehnik yang menarik atau cara yang bisa membuat suasana kelas menjadi lebih menarik.	

Appendix 2B Students Interview Result

Interviewer : Kurniawati
 Interviewee : Leni Anggraini
 Place : SMPN 7 Pesawaran

NO	PERTANYAAN	JAWABAN	KESIMPULAN
1.	Apakah anda menyukai pelajaran Bahasa Inggris?	Tidak karna bahasa inggris itu sulit bagi saya dan saya sering tidak mengetahui artinya.	
2.	Bagaimana cara guru Bahasa Inggris mengajar dikelas?	Seperti biasa, guru menjelaskan didepan kelas dan langsung mencatat mengerjakan latihan.	
3.	Kesulitan apa yang sering ditemukan dalam belajar Bahasa Inggris terutama dalam <i>writing</i> ?	Kesulitannya dalam grammar, kosakata yang sedikit sehingga sulit dalam belajar.	
4.	Hal apa yang anda sukai dan yang tidak anda sukai dalam belajar Bahasa Inggris?	Hal yang saya sukai karna gurunya baik, hal yang tidak saya sukai ketika banyak tugas.	
5.	Sebagai seorang siswa bagaimana menurut anda tentang sistem atau cara guru dalam mengajar bahasa inggris sehingga siswa dapat merasa senang dan dapat meningkatkan nilai bahasa Inggris ?	Suhalusnya guru mengajar dengan santai. Menyampaikan materi dengan baik dan diselingi dengan game atau teknik yang menarik agar dikelas tidak monoton	

Appendix 2C Students Interview Result

Interviewer : Kurniawati

Interviewee : Rendi Aji Pangestu
Place : SMPN 7 Pesawaran

NO	PERTANYAAN	JAWABAN	KESIMPULAN
1.	Apakah anda menyukai pelajaran Bahasa Inggris?	Tidak, karna bahasa inggris itu sulit bagi saya, dan saya malas untuk membuka kamus	
2.	Bagaimana cara guru Bahasa Inggris mengajar dikelas?	Seperti biasa, guru menjelaskan didepan kelas dan langsung mencatat mengerjakan latihan	
3.	Kesulitan apa yang sering ditemukan dalam belajar Bahasa Inggris terutama dalam <i>writing</i> ?	Kesulitannya dalam grammar, kosakata yang sedikit sehingga sulit dalam belajar	
4.	Hal apa yang anda sukai dan yang tidak anda sukai dalam belajar Bahasa Inggris?	Hal yang saya sukai karna gurunya baik, hal yang tidak saya sukai ketika banyak tugas	
5.	Sebagai seorang siswa bagaimana menurut anda tentang sistem atau cara guru dalam mengajar bahasa inggris sehingga siswa dapat merasa senang dan dapat meningkatkan nilai bahasa Inggris ?	Seharusnya guru memberikan kesempatan untuk siswa berdiskusi dan tanya jawab. Menyampaikan materi dengan baik dan diselingi dengan game atau teknik yang menarik agar dikelas tidak monoton	

Appendix 3A Students' Writing Score VIII A

The Descriptive Text Writing Score of Eighth Grade SMPN 7 Pesawaran in the Academic Year of 2018/2019

No	Name	Gender	KKM	Score
1.	Student A1	M	75	73
2.	Student A2	F	75	76
3.	Student A3	F	75	70
4.	Student A4	F	75	68
5.	Student A5	F	75	65
6.	Student A6	F	75	75
7.	Student A7	F	75	63
8.	Student A8	M	75	67
9.	Student A9	F	75	65
10.	Student A10	F	75	76
11.	Student A11	F	75	60
12.	Student A12	F	75	65
13.	Student A13	M	75	78
14.	Student A14	F	75	66
15.	Student A15	F	75	74
16.	Student A16	F	75	77
17.	Student A17	F	75	68
18.	Student A18	F	75	66
19.	Student A19	F	75	76
20.	Student A20	F	75	69
21.	Student A21	F	75	73
22.	Student A22	F	75	78
23.	Student A23	F	75	76
24.	Student A24	F	75	72
25.	Student A25	F	75	68
26.	Student A26	M	75	75
27.	Student A27	F	75	67
28.	Student A28	F	75	70
29.	Student A29	F	75	75
30.	Student A30	F	75	70
31.	Student A31	F	75	71
32.	Student A32	M	75	60
33.	Student A33	F	75	67
34.	Student A34	F	75	77
35.	Student A35	F	75	65
36.	Student A36	F	75	68
Total		2529		
Mean		70.25		

Appendix 3B Students' Writing Score VIII B

The Descriptive Text Writing Score of Eighth Grade SMPN 7 Pesawaran in the Academic Year of 2018/2019

No	Name	Gender	KKM	Score
1.	Student B1	M	75	66
2.	Student B2	F	75	69
3.	Student B3	F	75	76
4.	Student B4	F	75	70
5.	Student B5	F	75	69
6.	Student B6	M	75	64
7.	Student B7	F	75	68
8.	Student B8	M	75	65
9.	Student B9	M	75	70
10.	Student B10	M	75	77
11.	Student B11	M	75	76
12.	Student B12	F	75	78
13.	Student B13	F	75	70
14.	Student B14	M	75	73
15.	Student B15	M	75	73
16.	Student B16	M	75	75
17.	Student B17	M	75	66
18.	Student B18	F	75	73
19.	Student B19	F	75	67
20.	Student B20	F	75	64
21.	Student B21	M	75	78
22.	Student B22	M	75	67
23.	Student B23	M	75	80
24.	Student B24	M	75	68
25.	Student B25	M	75	77
26.	Student B26	M	75	76
27.	Student B27	M	75	67
28.	Student B28	M	75	75
29.	Student B29	F	75	65
30.	Student B30	F	75	57
31.	Student B31	F	75	64
32.	Student B32	F	75	67
33.	Student B33	F	75	65
34.	Student B34	F	75	67
35.	Student B35	F	75	78
36.	Student B36	F	75	57
Total		2517		
Mean		69,92		

Appendix 3C Students' Writing Score VIII C

The Descriptive Text Writing Score of Eighth Grade SMPN 7 Pesawaran in the Academic Year of 2018/2019

No	Name	Gender	KKM	Score
1.	Student C1	M	75	70
2.	Student C2	F	75	73
3.	Student C3	M	75	64
4.	Student C4	F	75	60
5.	Student C5	F	75	66
6.	Student C6	M	75	68
7.	Student C7	M	75	75
8.	Student C8	F	75	74
9.	Student C9	M	75	72
10.	Student C10	F	75	77
11.	Student C11	M	75	65
12.	Student C12	M	75	78
13.	Student C13	M	75	67
14.	Student C14	F	75	67
15.	Student C15	F	75	75
16.	Student C16	F	75	66
17.	Student C17	F	75	65
18.	Student C18	F	75	65
19.	Student C19	F	75	75
20.	Student C20	M	75	67
21.	Student C21	M	75	79
22.	Student C22	F	75	55
23.	Student C23	F	75	65
24.	Student C24	F	75	70
25.	Student C25	F	75	65
26.	Student C26	F	75	80
27.	Student C27	F	75	60
28.	Student C28	F	75	78
29.	Student C29	M	75	65
30.	Student C30	F	75	68
31.	Student C31	M	75	77
32.	Student C32	F	75	76
33.	Student C33	F	75	67
34.	Student C34	F	75	72
35.	Student C35	F	75	66
36.	Student C36	F	75	65
Total		2497		
Mean		69,36		

Appendix 3D Students' Writing Score VIII D

The Descriptive Text Writing Score of Eighth Grade SMPN 7 Pesawaran in the Academic Year of 2018/2019

No	Name	Gender	KKM	Score
1.	Student D1	M	75	75
2.	Student D2	F	75	75
3.	Student D3	F	75	74
4.	Student D4	M	75	70
5.	Student D5	M	75	66
6.	Student D6	M	75	68
7.	Student D7	M	75	76
8.	Student D8	M	75	74
9.	Student D9	F	75	62
10.	Student D10	F	75	79
11.	Student D11	M	75	65
12.	Student D12	F	75	80
13.	Student D13	F	75	67
14.	Student D14	F	75	67
15.	Student D15	F	75	75
16.	Student D16	F	75	66
17.	Student D17	F	75	65
18.	Student D18	M	75	65
19.	Student D19	F	75	75
20.	Student D20	M	75	67
21.	Student D21	M	75	78
22.	Student D22	F	75	65
23.	Student D23	M	75	65
24.	Student D24	M	75	70
25.	Student D25	M	75	65
26.	Student D26	M	75	80
27.	Student D27	F	75	70
28.	Student D28	F	75	78
29.	Student D29	F	75	65
30.	Student D30	M	75	68
31.	Student D31	M	75	77
32.	Student D32	F	75	73
33.	Student D33	F	75	67
34.	Student D34	F	75	72
35.	Student D35	M	75	66
36.	Student D36	M	75	65
Total		2535		
Mean		70,41		

Appendix 3E Students' Writing Score VIII E

The Descriptive Text Writing Score of Eighth Grade SMPN 7 Pesawaran in the Academic Year of 2018/2019

No	Name	Gender	KKM	Score
1.	Student E1	M	75	75
2.	Student E2	M	75	71
3.	Student E3	F	75	64
4.	Student E4	F	75	60
5.	Student E5	M	75	66
6.	Student E6	F	75	58
7.	Student E7	M	75	75
8.	Student E8	F	75	64
9.	Student E9	F	75	62
10.	Student E10	F	75	73
11.	Student E11	M	75	65
12.	Student E12	F	75	75
13.	Student E13	F	75	67
14.	Student E14	M	75	67
15.	Student E15	M	75	75
16.	Student E16	M	75	56
17.	Student E17	F	75	65
18.	Student E18	M	75	55
19.	Student E19	F	75	75
20.	Student E20	M	75	67
21.	Student E21	M	75	72
22.	Student E22	F	75	75
23.	Student E23	F	75	65
24.	Student E24	M	75	60
25.	Student E25	F	75	65
26.	Student E26	M	75	73
27.	Student E27	F	75	80
28.	Student E28	M	75	74
29.	Student E29	F	75	65
30.	Student E30	M	75	78
31.	Student E31	M	75	72
32.	Student E32	M	75	73
33.	Student E33	M	75	77
34.	Student E34	M	75	72
35.	Student E35	F	75	77
Total		2413		
Mean		68,95		

SILABUS PEMBELAJARAN

Sekolah : SMP N 7 Pesawaran
Kelas : VIII (Delapan)
Mata Pelajaran : BAHASA INGGRIS
Semester : 1 (Satu)
Standar Kompetensi : Menulis

6. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive*, dan *recount* untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
6.1. Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar	1. Teks fungsional pendek berupa : <ul style="list-style-type: none"> • Undangan • Pengumuman • Pesan Singkat 2. Tata Bahasa <ul style="list-style-type: none"> • Kalimat sederhana <ul style="list-style-type: none"> - mengundang - mengumumkan - menyampaikan pesan 3. Kosa kata <ul style="list-style-type: none"> - Kata terkait tema dan jenis teks 4. Tanda baca	1. Tanya jawab berbagai hal terkait tema/topik teks fungsional yang akan dibahas 2. Penguatan kembali kosakata dan tata bahasa terkait jenis teks fungsional 3. Menulis kalimat sederhana terkait jenis teks 4. Menulis teks fungsional pendek berdasarkan konteks	1. Melengkapi rumpang teks fungsional pendek 2. Menyusun kata menjadi teks fungsional yang bermakna 3. Menulis teks fungsional pendek	Tes tulis	Melengkapi rumpang Menyusun kata acak Essay	1. Complete the following sentence / text using suitable word / words 2. Arrange the word into good sentences. 3. Write simple sentences based on the situation given 4. Write an invitation/ an announcement / message based on the situation given.	4 x 40 menit	1. Buku teks yang relevan Contoh undangan, pengumuman, SMS 2. Gambar yang relevan

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu		Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen			
		di kelas.							
❖ Karakter siswa yang diharapkan : Dapat dipercaya (<i>Trustworthines</i>) Rasa hormat dan perhatian (<i>respect</i>) Tekun (<i>diligence</i>)									

Mengetahui;
Kepala Sekolah

(.....)
NIP /NIK : ;

.....,20....
Guru Mapel Bahasa Inggris,

(.....)
NIP /NIK : ;

Appendix 5A

Lesson plan for experimental class

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMP N 7 Pesawaran
Mata Pelajaran : Bahasa Inggris
Kelas/semester : VIII/II
Jumlah pertemuan : 1 x Pertemuan
Topik Pembelajaran : *Writing/ Describing place*
Alokasi Waktu : 2x40 Menit

A. STANDAR KOMPETENSI

Writing

11. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk *descriptive* dan *recount* untuk berinteraksi dengan lingkungan sekitar

B. KOMPETENSI DASAR

Writing

11.2 Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam text berbentuk *descriptive* dan *recount*.

C. INDIKATOR

Siswa mampu :

- Mengidentifikasi langkah-langkah retorika dalam menulis text berbentuk *descriptive*.
- Menulis text berbentuk *descriptive* dengan akurat, lancar dan berterima sesuai dengan aspek dalam menulis seperti *content, organization, vocabulary, language, and mechanic*
- Menyusun kata menjadi teks fungsional bermakna
- Menggunakan tata bahasa, kosa kata, tanda baca, ejaan dan tulis dengan akurat

D. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat merespon makna dalam:

- Siswa mampu mengidentifikasi langkah-langkah retorika dalam menulis text berbentuk descriptive.
- Siswa mampu mengidentifikasi ciri-ciri kebahasaan dalam text descriptive
- Siswa mampu menulis text berbentuk descriptive dengan akurat, lancar dan berterima sesuai dengan lima aspek dalam menulis seperti *content, organization, vocabulary, language, dan mechanic*

E. Materi Pembelajaran

Descriptive Text

Descriptive text is used to describe a particular people, places, things, or animals.

Generic Structure of Descriptive Text

Identification : describe general information about the topic.

Description : describe specific information about the topic.

Language Features in Descriptive Text

Use adjective (beautiful, handsome, smart, kind, friendly,...)

Use simple present tense (nominal: to be : am, is, are, and verbal: verb 1)

Use specific partisipant (my cat, my book,...) of general partisipant (cats, books,...)

The Example of Descriptive Text about Place

provo

Identification : I have been in Provo for almost eleven months. I have seen winter, spring, summer, and fall.

Description : Provo's winter is so beautiful. The mountains are covered with a lot of snow. They look like many beautiful brides wearing wedding dresses, and veils. In spring, Provo doesn't have many trees; when the snow melts the mountains are bald as strong bald men. Summer in Provo is very hot in the daytime. Last summer when I was walking under the sky, it was like walking in an oven; the sun was like a fire that burned my skin. In spring and summer the weather was always clear. I never used my umbrella. Provo was like a huge clothes dryer; it is very dry in spring and summer. In the fall the weather

in Provo is very strange. One late September morning when I woke up, the mountaintops was covered with snow. Provo is a lovely and strange place. I love it very much

Sumber : <https://www.englishindo.com/2018/01/koleksi-contoh-descriptive-text-singkat.html>

F. Metode Pembelajaran/ Teknik:

Two-Stay Two-Stray Technique

G. Langkah-langkah Kegiatan pembelajaran

1. Kegiatan Pendahuluan

Apersepsi :

- Menyapa siswa dengan mengucapkan salam dan mengucapkan selamat pagi
- Menanyakan kabar siswa
- Tanya jawab singkat tentang hari ini (saat pengajaran berlangsung)
- Memberikan pertanyaan untuk menghubungkan ke judul yang akan di pelajari

Motivasi :

- Menjelaskan pentingnya materi yang akan dipelajari berikut kompensasi yang harus dikuasai siswa

2. Kegiatan Inti

Eksplorasi

Dalam kegiatan eksplorasi, guru:

- Membagi siswa kedalam sebuah kelompok yang beranggotakan 4 orang secara heterogen
- Melakukan tanya jawab mengenai gagasan utama dan beberapa informasi yang mereka temukan dalam text *descriptive*.
- Menjelaskan cara membuat teks descriptive
- Memberikan tugas atau uraian materi kepada masing-masing kelompok untuk didiskusikan bersama kelompoknya. Anggota yang sudah mengerti dapat menjelaskan kepada anggota lainnya sampai semua anggota dalam kelompok tersebut mengerti
- Memfasilitasi terjadinya interaksi antar peserta didik serta antar peserta didik dengan guru, lingkungan, dan sumber belajar lainnya.
- Melibatkan peserta didik secara aktif dalam setiap kegiatan pembelajaran

Elaborasi

Dalam kegiatan elaborasi, guru:

- Membimbing siswa berdiskusi mengerjakan tugas untuk membahas permasalahan yang terdapat dalam uraian materi tersebut.
- Menentukan dua orang siswa dari tiap kelompok pergi bertamu ke kelompok lain sesuai dengan format yang telah ditentukan oleh guru.
- Memastikan dan mengontrol dua orang siswa yang bertukar pendapat dengan kelompok lain mengenai permasalahan dalam uraian materi. Sedangkan anggota kelompok yang tetap tinggal bertugas sebagai tuan rumah yang akan memberikan penjelasan dan bertukar pendapat mengenai permasalahan dalam materi yang diberikan guru dengan anggota dari kelompok lain.
- Siswa yang bertamu kembali ke kelompok masing-masing dan menjelaskan hasil temanya yang tetap tinggal dalam kelompok.
- Memberi kesempatan berfikir, menganalisis, menyelesaikan masalah, dan bertindak tanpa rasa takut
- Memfasilitasi peserta didik dalam pembelajaran kooperatif
- Memfasilitasi siswa untuk berkompetisi secara sehat untuk meningkatkan prestasi belajar
- Memfasilitasi siswa untuk melakukan kegiatan yang menumbuhkan kebanggaan dan rasa percaya diri siswa.

Konfirmasi

Dalam kegiatan konfirmasi, guru :

- Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan kesimpulan.

3. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- Bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman atau simpulan pelajaran.
- Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram.
- Memberikan umpan balik terhadap proses dan hasil pembelajaran.
- Mengakhiri pertemuan dengan salam.

H. Sumber/ Media Pembelajaran

Media : white board, picture, board marker, descriptive text.

Sumber belajar : Yuli Rulani Khatimahet. Al. 2013. Bahasa Inggris, *When English Ring a Bell*. Jakarta: Kemendikbud.

Text Descriptive “Provo” available at :

<http://www.englishindo.com/2018/01/koleksi-contoh-descriptive-text-singkat.html> access on 16th April 2018.

I. Penilaian Hasil Pembelajaran

- a. Jenis Tagihan : Post-test
- b. Bentuk Instruent : Essay
- c. Instrument : Terlampir dibawah ini
- d. Bentuk Penilaian

Kemampuan siswa dalam membuat *descriptive text* berdasarkan lima aspek.

Aspek	deskripsi	skor
Content	Isi sesuai dengan tujuan	20
Organization	Ketepatan pengungkapan ide-ide dan kalimat pendukung paragraph	20
Vocabulary	Ketepatan penggunaan kosa kata	20
Language	Ketepatan penggunaan bahasa, tingkat kerumitan bahasa dan tata bahasa yang dipakai sehingga kalimat yang ditulis efektif dan mudah dipahami	30
Mechanic	Ketepatan tanda baca dan ejaan	10
Jumlah		100

Instrument pertemuan pertama:

Make a descriptive text that consist of approximately 80 words by choosing one of the topics below:

- My School
- My Room
- My House



Ermi Yusnita, M.Pd
NIP. 19721102 200604 2 012

Appendix 6A

Lesson plan for control class

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMP N 7 Pesawaran
Mata Pelajaran : Bahasa Inggris
Kelas/semester : VIII/II
Jumlah pertemuan : 1 x Pertemuan
Topik Pembelajaran : *Writing/ Describing place*
Alokasi Waktu : 2x40 Menit

A. Standar Kompetensi

11. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk *descriptive* dan *recount* untuk berinteraksi dengan lingkungan sekitar

B. Kompetensi Dasar

- 11.2 Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam text berbentuk *descriptive* dan *recount*.

C. Indikator Pencapaian Kompetensi

1. Mengidentifikasi langkah-langkah retorika dalam menulis text berbentuk *descriptive*.
2. Menulis text berbentuk *descriptive* dengan akurat, lancar dan berterima sesuai dengan aspek dalam menulis seperti *content, organization, vocabulary, language, and mechanic*
3. Menyusun kata menjadi teks fungsional bermakna

D. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat merespon makna dalam:

- a. Siswa mampu mengidentifikasi langkah-langkah retorika dalam menulis text berbentuk *descriptive*.
- b. Siswa mampu mengidentifikasi ciri-ciri kebahasaan dalam text *descriptive*

- c. Siswa mampu menulis text berbentuk descriptive dengan akurat, lancar dan berterima sesuai dengan lima aspek dalam menulis seperti *content*, *organization*, *vocabulary*, *language*, dan *mechanic*

E. Materi Pembelajaran

Descriptive Text

Descriptive text is used to describe a particular people, places, things, or animals.

Generic Structure of Descriptive Text

Identification : describe general information about the topic.

Description : describe specific information about the topic.

Language Features in Descriptive Text

Use adjective (beautiful, handsome, smart, kind, friendly,...)

Use simple present tense (nominal: to be : am, is, are, and verbal: verb 1)

Use specific partisipant (my cat, my book,...) of general partisipant (cats, books,...)

The Example of Descriptive Text about Place

provo

Identification : I have been in Provo for almost eleven months. I have seen winter, spring, summer, and fall.

Description : Provo's winter is so beautiful. The mountains are covered with a lot of snow. They look like many beautiful brides wearing wedding dresses, and veils. In spring, Provo doesn't have many trees; when the snow melts the mountains are bald as strong bald men. Summer in Provo is very hot in the daytime. Last summer when I was walking under the sky, it was like walking in an oven; the sun was like a fire that burned my skin. In spring and summer the weather was always clear. I never used my umbrella. Provo was like a huge clothes dryer; it is very dry in spring and summer. In the fall the weather in Provo is very strange. One late September morning when I woke up, the mountaintops was covered with snow. Provo is a lovely and strange place. I love it very much

Sumber : <https://www.englishindo.com/2018/01/koleksi-contoh-descriptive-text-singkat.html>

F. Metode Pembelajaran/ Teknik:

Guided Writing Technique

G. Langkah-langkah Kegiatan pembelajaran

Pertemuan Pertama

No	Kegiatan Belajar Mengajar	Waktu
1	<p>Pendahuluan</p> <p>Guru memulai pembelajaran dengan do'a</p> <p>Apersepsi</p> <ul style="list-style-type: none"> ▪ Guru mengecek daftar hadir peserta didik dan memberikan pembinaan. ▪ Guru mengingatkan kembali peserta didik untuk mengenal descriptive teks. <p>Motivasi</p> <ul style="list-style-type: none"> ▪ Guru menyampaikan tujuan pembelajaran yang akan dicapai ▪ Guru memotivasi peserta didik dengan memberi penjelasan tentang pentingnya mempelajari materi pembelajaran hari ini 	10'
2	<p>Kegiatan Inti</p> <p>Eksplorasi</p> <p>Dalam kegiatan eksplorasi guru:</p> <ul style="list-style-type: none"> ▪ Memberikan stimulus berupa pemberian materi writing berbentuk: descriptive (definition of <i>descriptive teks</i>, <i>purpose of descriptive teks</i>, <i>generic structure</i> dan <i>tenses dalam descriptive teks</i>) ▪ Guru menjelaskan bagaimana cara membuat teks descriptive yang baik. ▪ Guru memberikan contoh tentang descriptive teks ▪ Membagi siswa menjadi kelompok yang terdiri dari 4 orang ▪ Guru memilih topik atau siswa sendiri yang memilih topik yang berkaitan dengan teks deskriptif. ▪ Guru memancing siswa dengan pertanyaan-pertanyaan yang merujuk pada topik deskriptif teks ▪ Siswa mendiskusikan tentang teks deskriptive dengan kelompok masing-masing ▪ Ketika siswa sedang berdiskusi, guru bergerak di antara mereka dan memberikan bantuan sesuai yang dibutuhkan. ▪ Guru memantau kegiatan siswa. ▪ Siswa memperbaiki kesalahan dan penulisan apabila mereka membuat kesalahan. <p>Elaborasi</p> <p>Dalam kegiatan elaborasi, guru :</p> <ul style="list-style-type: none"> • Memfasilitasi siswa dalam mengeksplorasi materi yang di berikan oleh guru 	60'

	<ul style="list-style-type: none"> • Memfasilitasi siswa untuk menemukan kelompok dalam pelajaran • Menyediakan topik diskusi untuk siswa • Memberikan kesempatan kepada siswa untuk berdiskusi dengan kelompoknya dalam rangka bertukar gagasan dan memperkaya topik. • Menyediakan beberapa pertanyaan yang sesuai dengan topik untuk mengembangkan ide siswa • Meminta siswa untuk menulis hasil dari diskusi kelompok dari topik yang diberikan oleh guru <p>Konfirmasi</p> <p>Dalam kegiatan konfirmasi guru :</p> <ul style="list-style-type: none"> ▪ Guru bertanya jawab tentang hal-hal yang belum diketahui siswa ▪ Guru mengontrol aktifitas siswa dan membantu mereka jika dibutuhkan. 	
3	<p>Penutup</p> <ul style="list-style-type: none"> ▪ Guru menutup pelajaran dengan mengucapkan salam. 	10'

H. Sumber/ Media Pembelajaran

Media : white board, picture, board marker, descriptive text.

Sumber belajar : Yuli Rulani Khatimahet. Al. 2013. Bahasa Inggris, *When English Ring a Bell*. Jakarta: Kemendikbud.

Text Descriptive “Provo” available at :

<http://www.englishindo.com/2018/01/koleksi-contoh-descriptive-text-singkat.html> access on 16th April 2018.

I. Penilaian Hasil Pembelajaran

- | | |
|---------------------|-------------------------|
| a. Jenis Tagihan | : Post-test |
| b. Bentuk Instruent | : Essay |
| c. Instrument | : Terlampir dibawah ini |
| d. Bentuk Penilaian | |

Kemampuan siswa dalam membuat *descriptive text* berdasarkan lima aspek.

Aspek	deskripsi	skor
Content	Isi sesuai dengan tujuan	20
Organization	Ketepatan pengungkapan ide-ide dan kalimat pendukung paragraph	20
Vocabulary	Ketepatan penggunaan kosa kata	20
Language	Ketepatan penggunaan bahasa, tingkat kerumitan bahasa dan tata bahasa yang dipakai sehingga kalimat yang ditulis efektif dan mudah dipahami	30
Mechanic	Ketepatan tanda baca dan ejaan	10
Jumlah		100

Instrument pertemuan pertama:

Make a descriptive text that consist of approximately 80 words by choosing one of the topics below:

- My School
- My Room
- My House

Bandar Lampung, November 2018

Guru Bahasa Inggris

Mahasiswa Peneliti,

Jusni Sipahutar, S.Pd

Kurniawati
NPM. 1411040282

Mengetahui,
Kepala Sekolah SMP Negeri 7 Pesawaran

Ermi Yusnita, M.Pd
NIP. 19721102 200604 2 012



Appendix 7A Instrument of Pre-Test**Name** :**Class** :**Date** :**Instrument of Pre-Test**

1. Write a descriptive text that consists of 80 words or more.
2. Your text will be measured by 5 aspects of writing (content, organization, vocabulary, language, and mechanics).
3. Write your text by covered the generic structures of descriptive text (identification and description).
4. Write your descriptive text by choosing one of the three topics given below:
 - a. **My rabbit**
 - b. **My Father**
 - c. **My school**



Appendix 7B Instrument of Post-Test**Name** :**Class** :**Date** :**Instrument of Post-Test**

1. Write a descriptive text that consists of 80 words or more.
2. Your text will be measured by 5 aspects of writing (content, organization, vocabulary, language, and mechanics).
3. Write your text by covering the generic structures of descriptive text (identification and description).
4. Write your descriptive text by choosing one of the three topics given below:
 - a. **My Cat**
 - b. **My Mother**
 - c. **My House**



Appendix 8 Readability of the Writing Test

READABILITY OF THE WRITING TEST

Name :

Class :

Based on the instrument of essay writing test, please answer the following question.

No	Question	Yes	No	Scale (1-10)	Comment
1	Apakah anda paham dengan petunjuk (instruction) poin pertama ?				
2	Apakah anda paham dengan petunjuk (instruction) poin kedua ?				
3	Apakah anda paham dengan petunjuk (instruction) poin ketiga ?				
4	Apakah anda paham dengan perintah (direction) no 1 ?				
5	Apakah anda paham dengan perintah (direction) no 2 ?				
6	Apakah anda paham dengan perintah (direction) no 3 ?				
7	Apakah anda paham dengan perintah (direction) no 4 ?				

*** 1 describes an item that is easy to read and 10 describes an item that is difficult to read.**

Analysis Student Score Pre-test Control Class

NO	NAME	CONTENT		ORGANIZATION		VOCABULARY		LANGUAGE		MECHANICS		TOTAL	SCORE
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2		
1	C-1	13	14	13	11	13	12	14	14	3	3	110	55
2	C-2	17	18	15	14	13	13	15	14	3	3	124	62
3	C-3	21	20	17	16	17	16	16	16	3	2	144	72
4	C-4	18	19	18	17	17	16	16	16	3	2	142	71
5	C-5	17	18	15	14	14	13	15	14	4	3	126	63
6	C-6	18	19	18	17	17	16	16	16	3	2	142	71
7	C-7	13	14	13	12	13	12	15	14	3	3	112	56
8	C-8	20	18	16	15	15	16	16	16	4	4	140	70
9	C-9	18	19	16	15	15	16	15	16	3	3	136	68
10	C-10	14	14	13	14	13	14	15	14	4	3	118	59
11	C-11	17	16	14	14	14	13	14	13	3	4	122	61
12	C-12	20	18	16	15	15	16	16	16	4	4	140	70
13	C-13	13	14	12	11	13	12	13	12	3	3	106	53
14	C-14	16	19	16	13	15	16	15	16	3	3	132	66
15	C-15	20	18	16	15	15	16	15	16	4	3	138	69
16	C-16	21	22	15	16	15	13	18	19	4	3	150	75
17	C-17	19	18	15	13	13	13	15	13	4	3	130	65
18	C-18	18	19	16	15	15	16	15	16	3	3	136	68
19	C-19	23	22	18	14	15	16	17	15	4	4	148	74
20	C-20	13	14	12	11	13	12	13	12	3	3	106	53
21	C-21	16	16	14	13	13	13	15	14	3	3	120	60
22	C-22	16	19	16	13	15	16	15	16	3	3	132	66
23	C-23	20	18	15	13	13	13	15	14	4	3	128	64
24	C-24	13	14	12	11	13	12	13	14	3	3	108	54
25	C-25	18	19	16	15	15	16	15	16	3	3	136	68

26	C-26	18	19	18	17	17	16	16	16	3	2	142	71
27	C-27	16	16	14	13	13	13	15	14	3	3	120	60
28	C-28	20	18	16	15	15	16	16	16	4	4	140	70
29	C-29	16	20	16	13	15	17	15	16	3	3	134	67
30	C-30	16	16	14	13	13	13	15	14	3	3	120	60
31	C-31	17	18	15	14	14	13	15	14	4	3	126	63
32	C-32	20	18	16	15	15	16	16	16	4	4	140	70
33	C-33	20	18	16	15	15	16	15	16	4	3	138	69
34	C-34	21	21	17	16	17	16	17	16	3	2	146	73
35	C-35	16	20	16	13	15	17	15	16	3	3	134	67
36	C-36	23	22	18	14	15	16	17	15	4	4	148	74



Analysis Student Score Pre-test Experimental Class

NO	NAME	CONTENT		ORGANIZATION		VOCABULARY		LANGUAGE		MECHANICS		TOTAL	SCORE
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2		
1	A-1	16	16	14	13	13	13	15	14	3	3	120	60
2	A-2	19	18	15	13	13	13	15	13	4	3	130	65
3	A-3	21	22	15	16	15	13	18	19	4	3	150	75
4	A-4	16	20	16	13	15	17	15	16	3	3	134	67
5	A-5	21	22	15	16	15	15	18	19	4	3	152	76
6	A-6	17	16	14	14	14	13	14	13	3	4	122	61
7	A-7	17	16	14	14	14	13	14	13	3	4	122	61
8	A-8	23	22	18	14	15	16	17	15	4	4	148	74
9	A-9	23	22	18	14	15	16	17	15	4	4	148	74
10	A-10	20	18	15	13	13	13	15	14	4	3	128	64
11	A-11	16	19	16	13	15	16	15	16	3	3	132	66
12	A-12	18	19	18	17	17	16	16	16	3	2	142	71
13	A-13	14	14	13	14	13	14	13	14	4	3	116	58
14	A-14	16	19	16	13	15	16	15	16	3	3	132	66
15	A-15	21	22	17	16	16	13	18	19	4	4	154	77
16	A-16	16	19	16	13	15	16	15	16	3	3	132	66
17	A-17	20	18	16	15	15	16	16	16	4	4	140	70
18	A-18	16	20	16	13	15	17	15	16	3	3	134	67
19	A-19	17	16	14	14	14	13	14	13	3	4	122	61
20	A-20	14	14	13	14	13	14	15	14	4	3	118	59
21	A-21	16	20	16	13	15	17	15	16	3	3	134	67
22	A-22	18	19	18	17	17	16	16	16	3	2	142	71
23	A-23	21	22	15	16	15	15	18	19	4	3	152	76
24	A-24	14	14	13	14	13	14	15	14	4	3	118	59
25	A-25	18	19	16	15	15	16	15	16	3	3	136	68

26	A-26	21	22	15	16	15	13	18	19	4	3	150	75
27	A-27	19	18	15	13	13	13	15	13	4	3	130	65
28	A-28	20	18	16	15	15	16	15	16	4	3	138	69
29	A-29	19	18	15	13	13	13	15	13	4	3	130	65
30	A-30	19	18	15	13	13	13	15	13	4	3	130	65
31	A-31	21	22	15	16	15	15	18	19	4	3	152	76
32	A-32	21	22	15	16	15	15	18	19	4	3	152	76
33	A-33	18	19	18	17	17	16	16	16	3	2	142	71
34	A-34	19	18	15	13	13	13	15	13	4	3	130	65
35	A-35	21	20	17	16	17	16	16	16	3	2	144	72
36	A-36	20	18	15	13	13	13	15	14	4	3	128	64



Analysis Student Score Post-test Control Class

NO	NAME	CONTENT		ORGANIZATION		VOCABULARY		LANGUAGE		MECHANICS		TOTAL	SCORE
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2		
1	C-1	13	14	13	14	13	14	15	14	3	3	116	58
2	C-2	19	18	15	13	13	13	15	13	4	3	130	65
3	C-3	16	20	16	13	15	17	15	16	3	3	134	67
4	C-4	18	19	18	17	17	16	16	16	3	2	142	71
5	C-5	21	21	17	16	17	16	17	16	3	2	146	73
6	C-6	13	14	13	11	13	12	14	14	3	3	110	55
7	C-7	20	18	15	13	13	13	15	14	4	3	128	64
8	C-8	16	20	16	13	15	17	15	16	3	3	134	67
9	C-9	18	19	18	17	17	16	16	16	3	2	142	71
10	C-10	16	20	16	13	15	17	15	16	3	3	134	67
11	C-11	20	18	16	15	15	16	15	16	4	3	138	69
12	C-12	16	19	16	13	15	16	15	16	3	3	132	66
13	C-13	13	14	13	12	13	12	15	14	3	3	112	56
14	C-14	16	19	16	13	15	16	15	16	3	3	132	66
15	C-15	21	22	17	18	16	15	17	18	4	4	156	78
16	C-16	21	22	17	18	16	15	18	19	4	4	158	79
17	C-17	16	20	16	13	15	17	15	16	3	3	134	67
18	C-18	20	18	16	15	15	16	16	16	4	4	140	70
19	C-19	13	14	13	12	13	14	15	14	3	3	114	57
20	C-20	17	18	15	14	13	13	15	14	3	3	124	62
21	C-21	16	16	14	13	13	13	15	14	3	3	120	60
22	C-22	17	18	15	14	13	13	15	14	3	3	124	62
23	C-23	21	20	17	16	17	16	16	16	3	2	144	72
24	C-24	16	16	14	13	13	13	13	14	3	3	118	59
25	C-25	21	20	17	16	17	16	16	16	3	2	144	72

26	C-26	16	19	16	13	15	16	15	16	3	3	132	66
27	C-27	16	19	16	13	15	16	15	16	3	3	132	66
28	C-28	20	18	16	15	15	16	15	16	4	3	138	69
29	C-29	17	16	14	14	14	13	14	13	3	4	122	61
30	C-30	17	18	15	14	14	13	15	14	4	3	126	63
31	C-31	19	18	15	13	13	13	15	13	4	3	130	65
32	C-32	20	18	16	15	15	16	15	16	4	3	138	69
33	C-33	18	19	16	15	15	16	15	16	3	3	136	68
34	C-34	19	18	15	13	13	13	15	13	4	3	130	65
35	C-35	18	19	18	17	17	16	16	16	3	2	142	71
36	C-36	21	21	17	16	17	16	17	16	3	2	146	73



Analysis Student Score Post-test Experimental Class

NO	NAME	CONTENT		ORGANIZATION		VOCABULARY		LANGUAGE		MECHANICS		TOTAL	SCORE
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2		
1	A-1	20	18	16	15	15	16	15	16	4	3	138	69
2	A-2	20	18	16	15	15	16	15	16	4	3	138	69
3	A-3	21	22	15	16	15	15	18	19	4	3	152	76
4	A-4	21	22	17	18	16	15	18	19	4	4	158	79
5	A-5	21	22	17	18	16	15	17	18	4	4	156	78
6	A-6	19	18	15	13	13	13	15	13	4	3	130	65
7	A-7	21	22	15	16	15	15	18	19	4	3	152	76
8	A-8	23	22	18	14	15	16	17	15	4	4	148	74
9	A-9	21	22	17	18	17	16	18	19	4	4	160	80
10	A-10	21	22	15	16	17	15	18	19	4	5	156	73
11	A-11	18	19	18	17	17	16	16	16	3	2	142	71
12	A-12	23	22	18	14	15	16	17	15	4	4	148	74
13	A-13	16	19	16	13	15	16	15	16	3	3	132	66
14	A-14	18	19	18	17	17	16	16	16	3	2	142	71
15	A-15	21	22	17	18	16	15	17	18	4	4	156	78
16	A-16	20	18	16	15	15	16	16	16	4	4	140	70
17	A-17	20	18	16	15	15	16	15	16	4	3	138	69
18	A-18	18	19	18	17	17	16	16	16	3	2	142	71
19	A-19	18	19	16	15	15	16	15	16	3	3	136	68
20	A-20	21	22	15	16	17	15	18	19	4	5	156	73
21	A-21	18	19	18	17	17	16	16	16	3	2	142	71
22	A-22	21	22	15	16	17	15	18	19	4	5	156	73
23	A-23	21	22	17	18	16	15	18	19	4	4	158	79
24	A-24	20	18	16	15	15	16	16	16	4	4	140	70
25	A-25	21	22	15	16	15	15	18	19	4	3	152	76

26	A-26	21	22	15	16	15	13	18	19	4	3	150	75
27	A-27	20	18	16	15	15	16	15	16	4	3	138	69
28	A-28	21	22	15	16	15	13	18	19	4	3	150	75
29	A-29	19	17	16	16	16	17	18	19	3	3	144	72
30	A-30	21	22	15	16	15	13	18	19	4	3	150	75
31	A-31	21	22	15	16	15	13	18	19	4	3	150	75
32	A-32	21	22	17	18	16	15	18	19	4	4	158	79
33	A-33	21	22	15	16	15	15	18	19	4	3	152	76
34	A-34	18	19	16	15	15	16	15	16	3	3	136	68
35	A-35	21	22	17	18	16	15	18	19	4	4	158	79
36	A-36	21	22	17	18	16	15	18	19	4	4	158	79



Appendix 1B Teacher's Interview Transcript

Researcher : Kurniawati
Teacher : Jusni Sipahutar, M.Pd.
Date : on Monday February, 5th 2018
Place : SMPN 7 Pesawaran

Researcher : Good Morning mam

Teacher : Good morning, gimana nay?

Researcher : Saya punya beberapa pertanyaan nih terkait penelitian saya, saya dengar dari kak arief maam masih ngajar kelas VIII, benar gak maam?

Teacher : Iya nih, kebetulan mam mengajar kelas VIII, sebisa mungkin nanti maam bantu.

Researcher : Thanks sebelumnya maam, izin bertanya, bagaimana pengalaman mengajar Bahasa inggris disini terutama writing?

Teacher : Pengalaman sih biasa saja, seperti guru-guru Bahasa inggris yang lain.

Researcher : Kalau tekhnik yang digunakan saat pengajaran gimana maam untuk mengajar writing?

Teacher : Kalau tekhniknya saya pakai guided writing, jadi saya bagi murid dalam beberapa kelompok, kemudian saya beri mereka topik untuk diskusi, dan disela-sela itu saya guide mereka, misalkan ada yang belum faham, ya saya bantu jelaskan.

Researcher : Oh seperti itu, punya masalah tidak ketika proses belajar mengajar di writing?

Teacher : Siswa sering susah untuk mulai menulis ketika saya kasih topik, kosa kata juga tidak terlalu banyak, apalagi descriptive, mereka sering susah menentukan kosa katanya, lebih lagi sebagian besar masih menganggap Bahasa inggris susah.

Researcher : Berarti berpengaruh kepada kemampuan siswa dong, bagaimana dengan kemampuan siswanya?

Teacher : Masih rendah nay, mereka masih kesusahan untuk menyusun kata dengan grammar yang baik dan benar.

Researcher : Skripsi saya kan tentang descriptive, bagaimana cara mengajar descriptive dari maam?

Teacher : Ya saya menggunakan guided writing tadi itu, jadi selain saya guide mereka, saya juga berikan pertanyaan- pertanyaan yang memancing mereka untuk berfikir, misalkan ya what is her name? how old is she ?

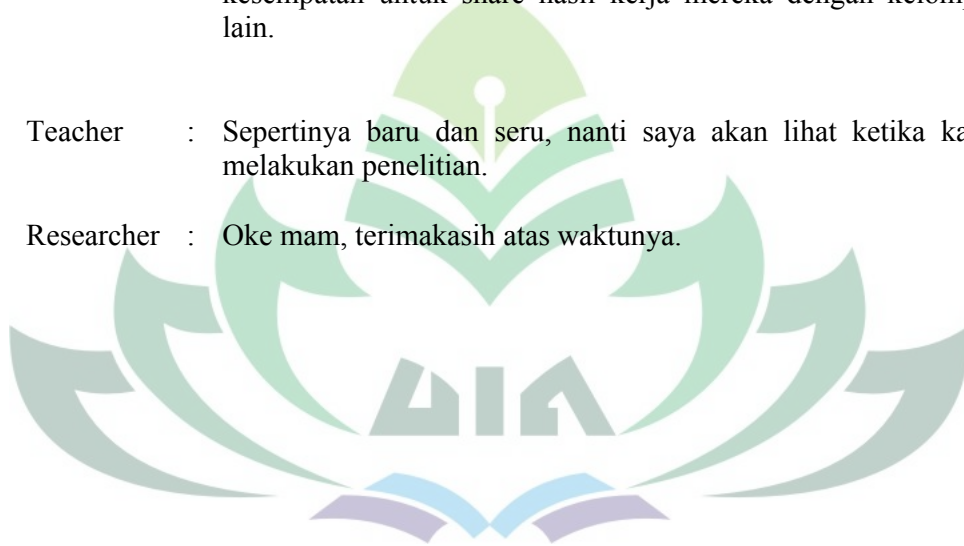
Researcher : Rencananya saya akan memakai Two-Stay Two-Stray untuk mengajar descriptive, sebelumnya maam pernah dengar tentang Two-Stay Two-Stray?

Teacher : Two-Stay Two-Stray ya? Saya belum pernah dengar sih

Researcher : Mmm gini maam, jadi Two-Stay Two-Stray ini masuk jenis cooperative learning juga, nah kalau di tehnik ini siswa di beri kesempatan untuk share hasil kerja mereka dengan kelompok lain.

Teacher : Sepertinya baru dan seru, nanti saya akan lihat ketika kamu melakukan penelitian.

Researcher : Oke mam, terimakasih atas waktunya.



Appendix 1C The Result of Teacher's Interview

THE RESULT OF INTERVIEW

Interviewer : Kurniawati
Interviewee : Jusni Sipahutar, S.Pd.
Day/date : Monday, February 8th 2018
Time : 10.00 a.m
Place : SMP N 7 Pesawaran

No.	Question	Answer	Conclusion
1	Can you tell me your experience in teaching English especially in descriptive text writing?	The experience is as common as other English teachers have. They have no motivation to start to learn.	The students should be given new motivation to develop their writing ability.
2	What method or technique do you use in teaching writing?	I teach based on the students' textbook. I usually ask them to write everything about one topic i give.	The strategy that teacher uses is boring. The student will feel bored in learning the materials.
3	Do you have any problem in teaching writing? What are they?	Students are often difficult to start when I gave them the topic, they also don't have enough vocabularies. Moreover descriptive, they are hard to describe because their vocabulary still low and most of the students still think that English is difficult.	There are many problems that the teacher has in teaching writing. Most of the problems come from the students. The students have lack vocabulary. They also feel difficult to develop and to express their idea in writing.
4	How is the students' ability in writing ?	The ability is still low. They still hard to arrange the words with good grammar	Students' score are still low.
5	How do you teach the writing text?	First I explain them what descriptive text is, then I make them to write everything about the topic i give . it seems like Free Writing.	It can be concluded that the role of the teacher in learning process is more than the students. It can be called as Free Writing. Meanwhile, it will be better if it can create the students centered in

			learning process.
6	Do you have a special technique in teaching descriptive text?	Nothing special, I just direct them by topic like I said.	The teacher should be creating more interesting strategy in teaching descriptive text especially in helping the students to get idea.
7	How do you respond to use Two-Stay Two-Stray for teaching Descriptive text?	I never heard about Two-Stay Two-Stray, but it sounds attractive. I'll see you to apply it	The teacher has good respond about this strategy.



Appendix 5B

Lesson plan for experimental class

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMP N 7 Pesawaran
 Mata Pelajaran : Bahasa Inggris
 Kelas/semester : VIII/II
 Jumlah pertemuan : 1 x Pertemuan
 Topik Pembelajaran : *Writing/ Describing person*
 Alokasi Waktu : 2x40 Menit

A. STANDAR KOMPETENSI

Writing

11. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk *descriptive* dan *recount* untuk berinteraksi dengan lingkungan sekitar

B. KOMPETENSI DASAR

Writing

11.2 Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam text berbentuk *descriptive* dan *recount*.

C. INDIKATOR

Siswa mampu :

- Mengidentifikasi langkah-langkah retorika dalam menulis text berbentuk *descriptive*.
- Menulis text berbentuk *descriptive* dengan akurat, lancar dan berterima sesuai dengan aspek dalam menulis seperti *content, organization, vocabulary, language, and mechanic*
- Menyusun kata menjadi teks fungsional bermakna
- Menggunakan tata bahasa, kosa kata, tanda baca, ejaan dan tulis dengan akurat

D. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat merespon makna dalam:

- a. Siswa mampu mengidentifikasi langkah-langkah retorika dalam menulis text berbentuk descriptive.
- b. Siswa mampu mengidentifikasi ciri-ciri kebahasaan dalam text descriptive
- c. Siswa mampu menulis text berbentuk descriptive dengan akurat, lancar dan berterima sesuai dengan lima aspek dalam menulis seperti *content, organization, vocabulary, language, dan mechanic*

E. Materi Pembelajaran

Descriptive Text

Descriptive text is used to describe a particular people, places, things, or animals.

Generic Structure of Descriptive Text

Identification : describe general information about the topic.

Description : describe specific information about the topic.

Language Features in Descriptive Text

Use adjective (beautiful, handsome, smart, kind, friendly,...)

Use simple present tense (nominal: to be : am, is, are, and verbal: verb 1)

Use specific partisipant (my cat, my book,...) of general partisipant (cats, books,...)

The Example of Descriptive Text about Person

Identification : My family has four members: those are me, my sister, and parents of course.

Description : My mother is 47 years old. Her name's Anisa. She's thin-faced and she's got long, blond hair and beautiful green eyes. She is still slim because she always tries to stay in shape. She is very good-looking, always well-dressed and elegant. My father, Lukman, is 5 years older than my mother. He is 52. In spite of his age he's still black-haired, with several grey hairs. He has bright blue eyes. He is quite tall, but a bit shorter than me. He's very hard-working. Besides that he is working in a travel company. He can even make a dinner when my mother is outside. His cooking and his meals are always very tasty as well as my mothers'.

Finally, my sister Nadina. She is 22. She is also red-haired and green-eyed. She has long wavy hair and freckles. She is definitely shorter than me. She is rather introverted. But she is very sensible, smart and co-operative. Right now she is studying English and also knows Arabic and Mandarin. I want to be so smart as she is. They all, except me, speak Sundanese very well, because we were living in Bandung for 5 years. My sister have been going to primary school there. Unfortunately I was only 3 when we were leaving to Jakarta, so I can't speak Sundanese. Now we are happily living in Jakarta.

F. Metode Pembelajaran/ Teknik:

Two-Stay Two-Stray Technique

G. Langkah-langkah Kegiatan pembelajaran

1. Kegiatan Pendahuluan

Apersepsi :

- Menyapa siswa dengan mengucapkan salam dan mengucapkan selamat pagi
- Menanyakan kabar siswa
- Tanya jawab singkat tentang hari ini (saat pengajaran berlangsung)
- Memberikan pertanyaan untuk menghubungkan ke judul yang akan di pelajari

Motivasi :

- Menjelaskan pentingnya materi yang akan dipelajari berikut kompensasi yang harus dikuasai siswa

2. Kegiata Inti

Eksplorasi

Dalam kegiatan eksplorasi, guru:

- Membagi siswa kedalam sebuah kelompok yang beranggotakan 4 orang secara heterogen
- Melakukan tanya jawab mengenai gagasan utama dan beberapa informasi yang mereka temukan dalam text *descriptive*.
- Menjelaskan cara membuat teks descriptive
- Memberikan tugas atau uraian materi kepada masing-masing kelompok untuk didiskusikan bersama kelompoknya. Anggota yang sudah mengerti dapat menjelaskan kepada anggota lainnya sampai semua anggota dalam kelompok tersebut mengerti
- Memfasilitasi terjadinya iteraksi antar peserta didik serta antar peserta didik dengan guru, lingkungan, dan sumber belajar lainnya.
- Melibatkan peserta didik secara aktif dalam setiap kegiatan pembelajaran

Elaborasi

Dalam kegiatan elaborasi, guru:

- Membimbing siswa berdiskusi mengerjakan tugas untuk membahas permasalahan yang terdapat dalam uraian materi tersebut.
- Menentukan dua orang siswa dari tiap kelompok pergi bertamu ke kelompok lain sesuai dengan format yang telah ditentukan oleh guru.
- Memastikan dan mengontrol dua orang siswa yang bertukar pendapat dengan kelompok lain mengenai permasalahan dalam uraian materi. Sedangkan anggota kelompok yang tetap tinggal bertugas sebagai tuan rumah yang akan memberikan penjelasan dan bertukar pendapat mengenai permasalahan dalam materi yang diberikan guru dengan anggota dari kelompok lain.
- Siswa yang bertamu kembali ke kelompok masing-masing dan menjelaskan hasil temanya yang tetap tinggal dalam kelompok.
- Memberi kesempatan berfikir, menganalisis, menyelesaikan masalah, dan bertindak tanpa rasa takut
- Memfasilitasi peserta didik dalam pembelajaran kooperatif

- Memfasilitasi siswa untuk berkompetisi secara sehat untuk meningkatkan prestasi belajar
- Memfasilitasi siswa untuk melakukan kegiatan yang menumbuhkan kebanggaan dan rasa percaya diri siswa.

Konfirmasi

Dalam kegiatan konfirmasi, guru :

- Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan kesimpulan.

3. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- Bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman atau simpulan pelajaran.
- Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram.
- Memberikan umpan balik terhadap proses dan hasil pembelajaran.
- Mengakhiri pertemuan dengan salam.

H. Sumber/ Media Pembelajaran

Media : white board, picture, board marker, descriptive text.

Sumber belajar : Yuli Rulani Khatimahet. Al. 2013. Bahasa Inggris, *When English Ring a Bell*. Jakarta: Kemendikbud.

Text Descriptive “My Family” available at :

<http://www.englishindo.com/2018/01/koleksi-contoh-descriptive-text-singkat.html> access on 16th April 2018.

I. Penilaian Hasil Pembelajaran

- | | |
|---------------------|-------------------------|
| a. Jenis Tagihan | : Post-test |
| b. Bentuk Instruent | : Essay |
| c. Instrument | : Terlampir dibawah ini |
| d. Bentuk Penilaian | |

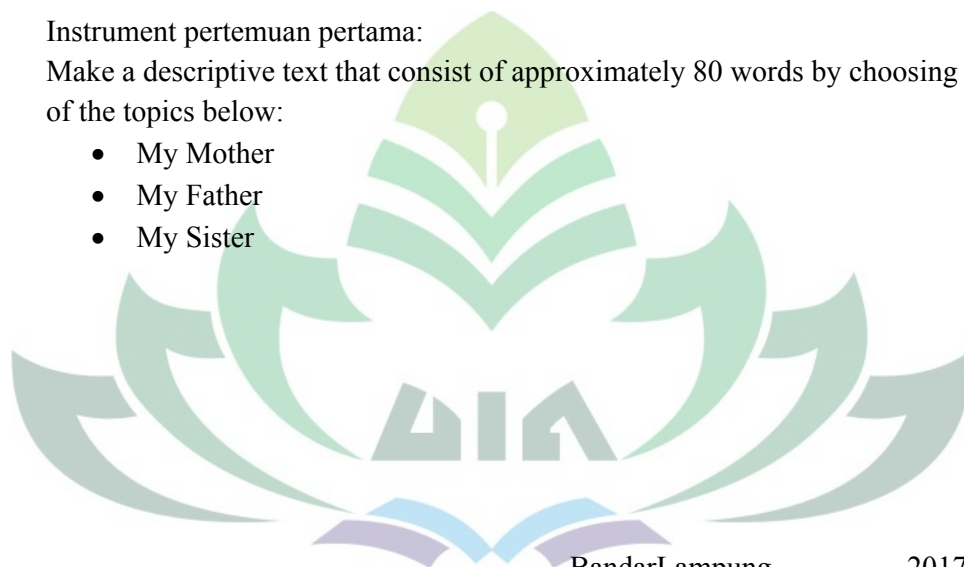
Kemampuan siswa dalam membuat *descriptive text* berdasarkan lima aspek.

Aspek	deskripsi	skor
Content	Isi sesuai dengan tujuan	20
Organization	Ketepatan pengungkapan ide-ide dan kalimat pendukung paragraph	20
Vocabulary	Ketepatan penggunaan kosa kata	20
Language	Ketepatan penggunaan bahasa, tingkat kerumitan bahasa dan tata bahasa yang dipakai sehingga kalimat yang ditulis efektif dan mudah dipahami	30
Mechanic	Ketepatan tanda baca dan ejaan	10
Jumlah		100

Instrument pertemuan pertama:

Make a descriptive text that consist of approximately 80 words by choosing one of the topics below:

- My Mother
- My Father
- My Sister



Guru Bahasa Inggris

Bandar Lampung, 2017
Mahasiswa Peneliti,

Jusni Sipahutar, S.Pd

Kurniawati
NPM. 1411040282

Mengetahui,
Kepala Sekolah SMP Negeri 7 Pesawaran

Ermi Yusnita, M.Pd
NIP. 19721102 200604 2 012

Appendix 5C

Lesson plan for experimental class

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMP N 7 Pesawaran
Mata Pelajaran : Bahasa Inggris
Kelas/semester : VIII/II
Jumlah pertemuan : 1 x Pertemuan
Topik Pembelajaran : *Writing/ Describing Animal*
Alokasi Waktu : 2x40 Menit

A. STANDAR KOMPETENSI

Writing

11. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk *descriptive* dan *recount* untuk berinteraksi dengan lingkungan sekitar

B. KOMPETENSI DASAR

Writing

11.2 Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam text berbentuk *descriptive* dan *recount*.

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- Menulis text berbentuk *descriptive* dengan akurat, lancar dan berterima sesuai dengan aspek dalam menulis seperti *content, organization, vocabulary, language, and mechanic*
- Menyusun kata menjadi teks fungsional bermakna
- Menggunakan tata bahasa, kosa kata, tanda baca, ejaan dan tulis dengan akurat

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- Siswa mampu mengidentifikasi ciri-ciri kebahasaan dalam text descriptive
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Use simple present tense (nominal: to be : am, is, are, and verbal: verb 1)

Use specific partisipant (my cat, my book,...) of general partisipant (cats, books,...)

The Example of Descriptive Text about Animal

Identification : My Sphynx cat is the only pet I have. I got it from my aunt.

Description : He has a little hair but is not totally hairless as he has a peach fuzz over much of his body. His coat is often a warm chamois. My Sphynx has a normal cat proportion.

I like his tail although my mom say that it is like a rats tail. I love his usual color varieties including, tortoiseshell, chocolate, black, blue, lilac, chocolate etc. He is really an amazing cat. Believe it or not, he is very intelligent cat. He can respond my voice commands.

He is really funny as well as my friends get a joke. I love him so much as I love my mother.

F. Metode Pembelajaran/ Teknik:

Two-Stay Two-Stray Technique

G. Langkah-langkah Kegiatan pembelajaran

1. Kegiatan Pendahuluan

Apersepsi :

- Menyapa siswa dengan mengucapkan salam dan mengucapkan selamat pagi
- Menanyakan kabar siswa
- Tanya jawab singkat tentang hari ini (saat pengajaran berlangsung)
- Memberikan pertanyaan untuk menghubungkan ke judul yang akan di pelajari

Motivasi :

- Menjelaskan pentingnya materi yang akan dipelajari berikut kompensasi yang harus dikuasai siswa

2. Kegiatan Inti

Eksplorasi

Dalam kegiatan eksplorasi, guru:

- Membagi siswa kedalam sebuah kelompok yang beranggotakan 4 orang secara heterogen
- Melakukan tanya jawab mengenai gagasan utama dan beberapa informasi yang mereka temukan dalam text *descriptive*.
- Menjelaskan cara membuat teks *descriptive*
- Memberikan tugas atau uraian materi kepada masing-masing kelompok untuk didiskusikan bersama kelompoknya. Anggota yang sudah mengerti dapat menjelaskan kepada anggota lainnya sampai semua anggota dalam kelompok tersebut mengerti
- Memfasilitasi terjadinya interaksi antar peserta didik serta antar peserta didik dengan guru, lingkungan, dan sumber belajar lainnya.
- Melibatkan peserta didik secara aktif dalam setiap kegiatan pembelajaran

Elaborasi

Dalam kegiatan elaborasi, guru:

- Membimbing siswa berdiskusi mengerjakan tugas untuk membahas permasalahan yang terdapat dalam uraian materi tersebut.

- Menentukan dua orang siswa dari tiap kelompok pergi bertamu ke kelompok lain sesuai dengan format yang telah ditentukan oleh guru.
- Memastikan dan mengontrol dua orang siswa yang bertukar pendapat dengan kelompok lain mengenai permasalahan dalam uraian materi. Sedangkan anggota kelompok yang tetap tinggal bertugas sebagai tuan rumah yang akan memberikan penjelasan dan bertukar pendapat mengenai permasalahan dalam materi yang diberikan guru dengan anggota dari kelompok lain.
- Siswa yang bertamu kembali ke kelompok masing-masing dan menjelaskan hasil temanya yang tetap tinggal dalam kelompok.
- Memberi kesempatan berfikir, menganalisis, menyelesaikan masalah, dan bertindak tanpa rasa takut
- Memfasilitasi peserta didik dalam pembelajaran kooperatif
- Memfasilitasi siswa untuk berkompetisi secara sehat untuk meningkatkan prestasi belajar
- Memfasilitasi siswa untuk melakukan kegiatan yang menumbuhkan kebanggaan dan rasa percaya diri siswa.

Konfirmasi

Dalam kegiatan konfirmasi, guru :

- Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan kesimpulan.

3. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- Bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman atau simpulan pelajaran.
- Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram.
- Memberikan umpan balik terhadap proses dan hasil pembelajaran.
- Mengakhiri pertemuan dengan salam.

H. Sumber/ Media Pembelajaran

Media : white board, picture, board marker, descriptive text.

Sumber belajar : Yuli Rulani Khatimahet. Al. 2013. Bahasa Inggris, *When English Ring a Bell*. Jakarta: Kemendikbud.

Text Descriptive “my Sphynx cat” available at :
<http://www.englishindo.com/2018/01/koleksi-contoh-descriptive-text-singkat.html> access on 16th April 2018.

I. Penilaian Hasil Pembelajaran

- a. Jenis Tagihan : Post-test
- b. Bentuk Instruent : Essay
- c. Instrument : Terlampir dibawah ini
- d. Bentuk Penilaian

Kemampuan siswa dalam membuat *descriptive text* berdasarkan lima aspek.

Aspek	deskripsi	skor
Content	Isi sesuai dengan tujuan	20
Organization	Ketepatan pengungkapan ide-ide dan kalimat pendukung paragraph	20
Vocabulary	Ketepatan penggunaan kosa kata	20
Language	Ketepatan penggunaan bahasa, tingkat kerumitan bahasa dan tata bahasa yang dipakai sehingga kalimat yang ditulis efektif dan mudah dipahami	30
Mechanic	Ketepatan tanda baca dan ejaan	10
Jumlah		100

Instrument pertemuan pertama:

Make a descriptive text that consist of approximately 80 words by choosing one of the topics below:

- My cat
- My Duck
- My Dog



Mengetahui,
Kepala Sekolah SMP Negeri 7 Pesawaran

Ermi Yusnita, M.Pd
NIP. 19721102 200604 2 012

Appendix 6B

Lesson plan for control class

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMP N 7 Pesawaran
Mata Pelajaran : Bahasa Inggris
Kelas/semester : VIII/II
Jumlah pertemuan : 1 x Pertemuan
Topik Pembelajaran : *Writing/ Describing person*
Alokasi Waktu : 2x40 Menit

A. Standar Kompetensi

11. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk *descriptive* dan *recount* untuk berinteraksi dengan lingkungan sekitar

B. Kompetensi Dasar

- 11.2 Mengungkapkan makna dan langkah retorika dalam esai pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam text berbentuk *descriptive* dan *recount*.

C. Indikator Pencapaian Kompetensi

1. Mengidentifikasi langkah-langkah retorika dalam menulis text berbentuk *descriptive*.
2. Menulis text berbentuk *descriptive* dengan akurat, lancar dan berterima sesuai dengan aspek dalam menulis seperti *content*, *organization*, *vocabulary*, *language*, and *mechanic*

D. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat merespon makna dalam:

- a. Siswa mampu mengidentifikasi langkah-langkah retorika dalam menulis text berbentuk *descriptive*.
- b. Siswa mampu mengidentifikasi ciri-ciri kebahasaan dalam text *descriptive*

- c. Siswa mampu menulis text berbentuk descriptive dengan akurat, lancar dan berterima sesuai dengan lima aspek dalam menulis seperti *content*, *organization*, *vocabulary*, *language*, dan *mechanic*

E. Materi Pembelajaran

Descriptive Text

Descriptive text is used to describe a particular people, places, things, or animals.

Generic Structure of Descriptive Text

Identification : describe general information about the topic.

Description : describe specific information about the topic.

Language Features in Descriptive Text

Use adjective (beautiful, handsome, smart, kind, friendly,...)

Use simple present tense (nominal: to be : am, is, are, and verbal: verb 1)

Use specific partisipant (my cat, my book,...) of general partisipant (cats, books,...)

The Example of Descriptive Text about Person

Identification : My family has four members: those are I, my sister, and parents of course.

Description : My mother is 47 years old. Her name's Anisa. She's thin-faced and she's got long, blond hair and beautiful green eyes. She is still slim because she always tries to stay in shape. She is very good-looking, always well-dressed and elegant. My father, Lukman, is 5 years older than my mother. He is 52. In spite of his age he's still black-haired, with several grey hairs. He has bright blue eyes. He is quite tall, but a bit shorter than me. He's very hard-working. Besides that he is working in a travel company. He can even make a dinner when my mother is outside. His cooking and his meals are always very tasty as well as my mothers'.

Finally, my sister Nadina. She is 22. She is also red-haired and green-eyed. She has long wavy hair and freckles. She is definitely shorter than me. She is rather introverted. But she is very sensible, smart and co-operative. Right now she is studying English and also knows Arabic and Mandarin. I want to be so smart as she is. They all, except me, speak Sundanese very well, because we were living in Bandung for 5 years. My sister have been going to primary

school there. Unfortunately I was only 3 when we were leaving to Jakarta, so I can't speak Sundanese. Now we are happily living in Jakarta.

F. Metode Pembelajaran/ Teknik:
Guided Writing Technique

G. Langkah-langkah Kegiatan pembelajaran

Pertemuan kedua

No	Kegiatan Belajar Mengajar	Waktu
1	<p>Pendahuluan</p> <p>Guru memulai pembelajaran dengan do'a</p> <p>Apersepsi</p> <ul style="list-style-type: none"> ▪ Guru mengecek daftar hadir peserta didik dan memberikan pembinaan. ▪ Guru mengingatkan kembali peserta didik untuk mengenal descriptive teks. <p>Motivasi</p> <ul style="list-style-type: none"> ▪ Guru menyampaikan tujuan pembelajaran yang akan dicapai ▪ Guru memotivasi peserta didik dengan memberi penjelasan tentang pentingnya mempelajari materi pembelajaran hari ini 	10'
2	<p>Kegiatan Inti</p> <p>Eksplorasi</p> <p>Dalam kegiatan eksplorasi guru:</p> <ul style="list-style-type: none"> ▪ Memberikan stimulus berupa pemberian materi writing berbentuk: descriptive (definition of <i>descriptive teks</i>, <i>purpose of descriptive teks</i>, <i>generic structure</i> dan <i>tenses dalam descriptive teks</i>) ▪ Guru menjelaskan bagaimana cara membuat teks descriptive yang baik. ▪ Guru memberikan contoh tentang descriptive teks ▪ Membagi siswa menjadi kelompok yang terdiri dari 4 orang ▪ Guru memilih topik atau siswa sendiri yang memilih topik yang berkaitan dengan teks deskriptif. ▪ Guru memancing siswa dengan pertanyaan-pertanyaan yang merujuk pada topik deskriptif teks ▪ Siswa mendiskusikan tentang teks deskriptive dengan kelompok masing-masing ▪ Ketika siswa sedang berdiskusi, guru bergerak di antara mereka dan memberikan bantuan sesuai yang dibutuhkan. ▪ Guru memantau kegiatan siswa. ▪ Siswa memperbaiki kesalahan dan penulisan apabila mereka membuat kesalahan. 	60'

	<p>Elaborasi</p> <p>Dalam kekuatan elaborasi, guru :</p> <ul style="list-style-type: none"> • Memfasilitasi siswa dalam mengeksplorasi materi yang di berikan oleh guru • Menyediakan topik diskusi untuk siswa • Memfasilitasi siswa untuk menemukan kelompok dalam pelajaran • Memberikan kesempatan kepada siswa untuk berdiskusi dengan kelompoknya dalam rangka bertukar gagasan dan memperkaya topik. • Menyediakan beberapa pertanyaan yang sesuai dengan topik untuk mengembangkan ide siswa • Meminta siswa untuk menulis hasil dari diskusi kelompok dari topik yang diberikan oleh guru <p>Konfirmasi</p> <p>Dalam kegiatan konfirmasi guru :</p> <ul style="list-style-type: none"> ▪ Guru bertanya jawab tentang hal-hal yang belum diketahui siswa ▪ Guru mengontrol aktifitas siswa dan membantu mereka jika dibutuhkan. 	
3	<p>Penutup</p> <ul style="list-style-type: none"> ▪ Guru menutup pelajaran dengan mengucapkan salam. 	10'

H. Sumber/ Media Pembelajaran

Media : white board, picture, board marker, descriptive text.

Sumber belajar : Yuli Rulani Khatimahet. Al. 2013. Bahasa Inggris, *When English Ring a Bell*. Jakarta: Kemendikbud.

Text Descriptive “MyFamily” available at :

<http://www.englishindo.com/2018/01/koleksi-contoh-descriptive-text-singkat.html> access on 16th April 2018.

I. Penilaian Hasil Pembelajaran

- Jenis Tagihan : Post-test
- Bentuk Instruent : Essay
- Instrument : Terlampir dibawah ini
- Bentuk Penilaian

Kemampuan siswa dalam membuat *descriptive text* berdasarkan lima aspek.

Aspek	deskripsi	skor
Content	Isi sesuai dengan tujuan	20
Organization	Ketepatan pengungkapan ide-ide dan kalimat pendukung paragraph	20
Vocabulary	Ketepatan penggunaan kosa kata	20
Language	Ketepatan penggunaan bahasa, tingkat kerumitan bahasa dan tata bahasa yang dipakai sehingga kalimat yang ditulis efektif dan mudah dipahami	30
Mechanic	Ketepatan tanda baca dan ejaan	10
Jumlah		100

Instrument pertemuan pertama:

Make a descriptive text that consist of approximately 80 words by choosing one of the topics below:

- My Mother
- My Father
- My Sister

Guru Bahasa Inggris

Bandar Lampung, 30 November 2018
Mahasiswa Peneliti,

Jusni Sipahutar, S.Pd

Kurniawati
NPM. 1411040282

Mengetahui,
Kepala Sekolah SMP Negeri 7 Pesawaran

Ermi Yusnita, M.Pd
NIP. 19721102 200604 2 012

Appendix 6C

Lesson plan for control class

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMP N 7 Pesawaran
Mata Pelajaran : Bahasa Inggris
Kelas/semester : VIII/II
Jumlah pertemuan : 1 x Pertemuan
Topik Pembelajaran : *Writing/Describing animal*
Alokasi Waktu : 2x40 Menit

A. Standar Kompetensi

11. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk *descriptive* dan *recount* untuk berinteraksi dengan lingkungan sekitar

B. Kompetensi Dasar

- 11.2 Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam text berbentuk *descriptive* dan *recount*.

C. Indikator Pencapaian Kompetensi

1. Mengidentifikasi langkah-langkah retorika dalam menulis text berbentuk *descriptive*.
2. Menulis text berbentuk *descriptive* dengan akurat, lancar dan berterima sesuai dengan aspek dalam menulis seperti *content, organization, vocabulary, language, and mechanic*
3. Menyusun kata menjadi teks fungsional bermakna

D. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat merespon makna dalam:

- a. Siswa mampu mengidentifikasi langkah-langkah retorika dalam menulis text berbentuk descriptive.
- b. Siswa mampu mengidentifikasi ciri-ciri kebahasaan dalam text descriptive
- c. Siswa mampu menulis text berbentuk descriptive dengan akurat, lancar dan berterima sesuai dengan lima aspek dalam menulis seperti *content*, *organization*, *vocabulary*, *language*, dan *mechanic*

E. Materi Pembelajaran

Descriptive Text

Descriptive text is used to describe a particular people, places, things, or animals.

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Description : describe specific information about the topic.

Language Features in Descriptive Text

Use adjective (beautiful, handsome, smart, kind, friendly,...)

Use simple present tense (nominal: to be : am, is, are, and verbal: verb 1)

Use specific partisipant (my cat, my book,...) of general partisipant (cats, books,...)

The Example of Descriptive Text about Animal

Identification : My Sphynx cat is the only pet I have. I got it from my aunt.

Description : He has a little hair but is not totally hairless as he has a peach fuzz over much of his body. His coat is often a warm chamois. My Sphynx has a normal cat proportion.

I like his tail although my mom say that it is like a rats tail. I love his usual color varieties including, tortoiseshell, chocolate, black, blue, lilac, chocolate etc. He is really an amazing cat. Believe it or not, he is very intelligent cat. He can respond my voice commands.

He is really funny as well as my friends get a joke. I love him so much as I love my mother.

F. Metode Pembelajaran/ Teknik:

Guided Writing technique

G. Langkah-langkah Kegiatan pembelajaran

Pertemuan Ketiga

No	Kegiatan Belajar Mengajar	Waktu
1	Pendahuluan Guru memulai pembelajaran dengan do'a Apersepsi <ul style="list-style-type: none">▪ Guru mengecek daftar hadir peserta didik dan memberikan pembinaan.▪ Guru mengingatkan kembali peserta didik untuk mengenal descriptive teks. Motivasi <ul style="list-style-type: none">▪ Guru menyampaikan tujuan pembelajaran yang akan dicapai▪ Guru memotivasi peserta didik dengan memberi penjelasan tentang pentingnya mempelajari materi pembelajaran hari ini	10'
2	Kegiatan Inti Eksplorasi Dalam kegiatan eksplorasi guru: <ul style="list-style-type: none">▪ Memberikan stimulus berupa pemberian materi writing berbentuk: descriptive (definition of <i>descriptive teks</i>, <i>purpose of descriptive teks</i>, <i>generic structure</i> dan <i>tenses dalam descriptive teks</i>)▪ Guru menjelaskan bagaimana cara membuat teks descriptive yang baik.▪ Guru memberikan contoh tentang descriptive teks▪ Membagi siswa menjadi kelompok yang terdiri dari 4 orang▪ Guru memilih topik atau siswa sendiri yang memilih topik yang berkaitan dengan teks deskriptif.▪ Guru memancing siswa dengan pertanyaan-pertanyaan yang merujuk pada topik deskriptif teks▪ Siswa mendiskusikan tentang teks deskriptive dengan kelompok masing-masing▪ Ketika siswa sedang berdiskusi, guru bergerak di antara mereka dan memberikan bantuan sesuai yang dibutuhkan.▪ Guru memantau kegiatan siswa.▪ Siswa memperbaiki kesalahan dan penulisan apabila mereka membuat kesalahan. Elaborasi Dalam kegiatan elaborasi, guru : <ul style="list-style-type: none">• Memfasilitasi siswa dalam mengeksplorasi materi yang di berikan oleh guru	60'

	<ul style="list-style-type: none"> • Menyediakan topik diskusi untuk siswa • Memfasilitasi siswa untuk menemukan kelompok dalam pelajaran • Memberikan kesempatan kepada siswa untuk berdiskusi dengan kelompoknya dalam rangka bertukar gagasan dan memperkaya topik. • Menyediakan beberapa pertanyaan yang sesuai dengan topik untuk mengembangkan ide siswa • Meminta siswa untuk menulis hasil dari diskusi kelompok dari topik yang diberikan oleh guru <p>Konfirmasi</p> <p>Dalam kegiatan konfirmasi guru :</p> <ul style="list-style-type: none"> ▪ Guru bertanya jawab tentang hal-hal yang belum diketahui siswa ▪ Guru mengontrol aktifitas siswa dan membantu mereka jika dibutuhkan. 	
3	<p>Penutup</p> <ul style="list-style-type: none"> ▪ Guru menutup pelajaran dengan mengucapkan salam. 	10'

H. Sumber/ Media Pembelajaran

Media : white board, picture, board marker, descriptive text.

Sumber belajar : Yuli Rulani Khatimahet. Al. 2013. Bahasa Inggris, *When English Ring a Bell*. Jakarta: Kemendikbud.

Text Descriptive "My Sphynx cat" available at :
<http://www.englishindo.com/2018/01/koleksi-contoh-descriptive-text-singkat.html> access on 16th April 2018.

I. Penilaian Hasil Pembelajaran

- Jenis Tagihan : Post-test
- Bentuk Instruent : Essay
- Instrument : Terlampir dibawah ini
- Bentuk Penilaian

Kemampuan siswa dalam membuat descriptive text berdasarkan lima aspek.

Aspek	deskripsi	skor
Content	Isi sesuai dengan tujuan	20
Organization	Ketepatan pengungkapan ide-ide dan kalimat pendukung paragraph	20
Vocabulary	Ketepatan penggunaan kosa kata	20
Language	Ketepatan penggunaan bahasa, tingkat kerumitan bahasa dan tata bahasa yang dipakai sehingga kalimat yang ditulis efektif dan mudah dipahami	30
Mechanic	Ketepatan tanda baca dan ejaan	10
Jumlah		100

Instrument pertemuan pertama:

Make a descriptive text that consist of approximately 80 words by choosing one of the topics below:

- My cat
- My Duck
- My Dog

Guru Bahasa Inggris

Bandar Lampung, 30 November 2018

Mahasiswa Peneliti,

Jusni Sipahutar, S.Pd

Kurniawati
NPM. 1411040282

Mengetahui,
Kepala Sekolah SMP Negeri 7 Pesawaran

Ermi Yusnita, M.Pd
NIP. 19721102 200604 2 012

8B. The Result of Readability Instrument

NO	STUDENTS' CODE	SCALE					TOTAL	AVERAGE
		1	2	3	4	5		
1	STUDENT 1	1	1	1	2	2	7	1.4
2	STUDENT 2	1	2	1	5	3	12	2.4
3	STUDENT 3	2	2	2	2	2	10	2
4	STUDENT 4	1	2	1	3	1	8	1.6
5	STUDENT 5	2	1	4	2	1	10	2
6	STUDENT 6	2	2	2	2	2	10	2
7	STUDENT 7	1	2	2	2	4	11	2.2
8	STUDENT 8	2	1	3	2	2	10	2
9	STUDENT 9	2	4	1	2	3	12	2.4
10	STUDENT 10	2	3	2	1	1	9	1.8
11	STUDENT 11	1	1	1	2	1	6	1.2
12	STUDENT 12	1	2	2	2	3	10	2
13	STUDENT 13	1	2	7	4	3	17	3.4
14	STUDENT 14	2	4	1	1	1	9	1.8
15	STUDENT 15	2	1	3	1	1	8	1.6
16	STUDENT 16	3	3	1	1	2	10	2
17	STUDENT 17	2	2	2	2	2	10	2
18	STUDENT 18	3	2	2	2	3	12	2.4
19	STUDENT 19	1	1	3	1	1	7	1.4
20	STUDENT 20	4	2	3	1	2	12	2.4
21	STUDENT 21	3	2	1	1	2	9	1.8
22	STUDENT 22	2	2	3	4	4	15	3
23	STUDENT 23	2	1	1	1	1	6	1.2
24	STUDENT 24	2	3	4	3	4	16	3.2
25	STUDENT 25	1	1	1	1	1	5	1
26	STUDENT 26	1	3	3	3	2	12	2.4
27	STUDENT 27	2	2	4	4	2	14	2.8
28	STUDENT 28	4	4	2	2	1	13	2.6
29	STUDENT 29	2	1	2	1	2	8	1.6
30	STUDENT 30	1	1	2	1	3	8	1.6
31	STUDENT 31	2	4	6	4	2	18	3.6
32	STUDENT 32	2	1	2	1	2	8	1.6
33	STUDENT 33	2	2	2	2	2	10	2
34	STUDENT 34	3	2	2	1	2	10	2
35	STUDENT 35	2	3	2	5	1	13	2.6

36	STUDENT 36	2	4	2	1	2	11	2.2
Total Mean								75.2
Mean								2.09

Based on the finding of Kouame's research, if the mean of all items of the instrument text has mean under 4.46, the instrument is quite readable and understandable by the reader or the test taker. because the mean of the items (instrument) of writing test above is 2.09 (lower than 4.46), it means that the instrument is readable



APPENDIX 9A

Result of Pretest in Control class

Statistics

Pre con

N	Valid	36
	Missing	0
Mean		65.4722
Std. Error of Mean		1.04615
Median		67.0000
Mode		70.00
Std. Deviation		6.27688
Variance		39.399
Skewness		-.549
Std. Error of Skewness		.393
Kurtosis		-.661
Std. Error of Kurtosis		.768
Range		22.00
Minimum		53.00
Maximum		75.00
Sum		2357.00

APPENDIX 9B

Result of Pretest in Experimental class

Statistics

Pre ex

N	Valid	36
	Missing	0
Mean		67.8333
Std. Error of Mean		.94239
Median		67.0000
Mode		65.00
Std. Deviation		5.65433
Variance		31.971
Skewness		.053
Std. Error of Skewness		.393
Kurtosis		-1.076
Std. Error of Kurtosis		.768
Range		19.00
Minimum		58.00
Maximum		77.00
Sum		2442.00

APPENDIX 9C

Result of Posttest in Control class

Statistics

Post con

N	Valid	36
	Missing	0
Mean		66.3611
Std. Error of Mean		.94630
Median		66.5000
Mode		66.00 ^a
Std. Deviation		5.67779
Variance		32.237
Skewness		-.012
Std. Error of Skewness		.393
Kurtosis		-.059
Std. Error of Kurtosis		.768
Range		24.00
Minimum		55.00
Maximum		79.00
Sum		2389.00

a. Multiple modes exist. The smallest value is shown

APPENDIX 9D**Result of Posttest in Experimental class****Statistics**

Post ex

N	Valid	36
	Missing	0
Mean		73.3611
Std. Error of Mean		.68447
Median		73.5000
Mode		79.00
Std. Deviation		4.10681
Variance		16.866
Skewness		-.120
Std. Error of		.393
Skewness		
Kurtosis		-.956
Std. Error of Kurtosis		.768
Range		15.00
Minimum		65.00
Maximum		80.00
Sum		2641.00

APPENDIX 10

Result of Reliability Pretest

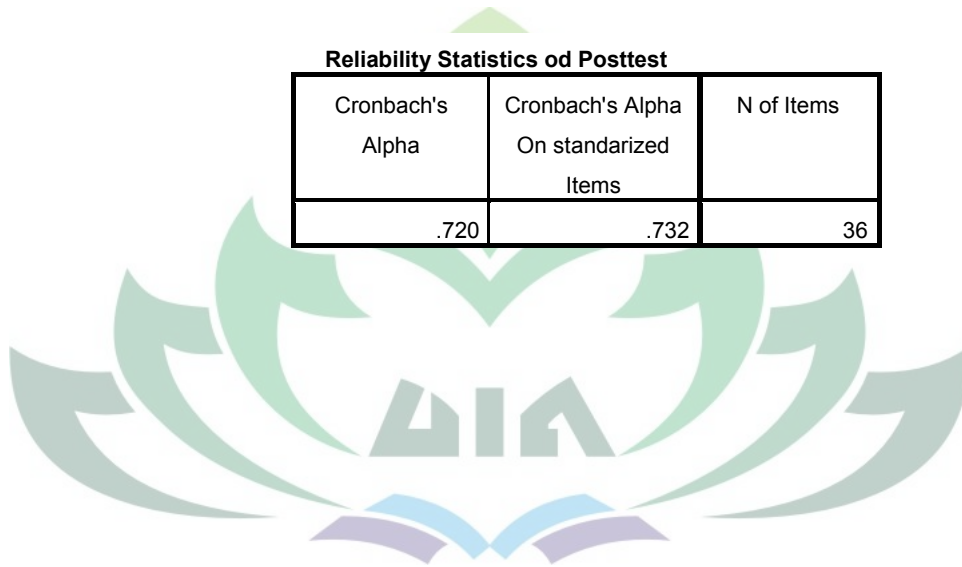
Reliability Statistics of Pretest

Cronbach's Alpha	Cronbach's Alpha On standardized Items	N of Items
.623	.624	36

Result of Reliability Posttest

Reliability Statistics of Posttest

Cronbach's Alpha	Cronbach's Alpha On standardized Items	N of Items
.720	.732	36



APPENDIX 11**The Score of Pre-Test and Post-Test in Experimental Class (VIII C)**

NO	NAME	PRE	POST	GAIN
	A-1	60	69	9
	A-2	65	69	4
	A-3	75	76	1
	A-4	67	79	12
	A-5	76	78	2
	A-6	61	65	4
	A-7	61	76	15
	A-8	74	74	0
	A-9	74	80	6
	A-10	64	73	9
	A-11	66	71	5
	A-12	71	74	3
	A-13	58	66	8
	A-14	66	71	5
	A-15	77	78	1
	A-16	66	70	4
	A-17	70	69	-1
	A-18	67	71	4
	A-19	61	68	7
	A-20	59	73	4
	A-21	67	71	4
	A-22	71	73	2
	A-23	76	79	3
	A-24	59	70	11
	A-25	68	76	8
	A-26	75	75	0
	A-27	65	69	4
	A-28	69	75	6
	A-29	65	72	7
	A-30	65	75	10
	A-31	76	75	-1
	A-32	76	79	3
	A-33	71	76	5
	A-34	65	68	3
	A-35	72	79	7
	A-36	64	79	15

The Score of Pre-Test and Post-Test in Control Class (VIII D)

NO	NAME	PRE	POST	GAIN
	C-1	55	58	3
	C-2	62	65	3
	C-3	72	67	-5
	C-4	71	71	0
	C-5	63	73	10
	C-6	71	55	-16
	C-7	56	64	8
	C-8	70	67	-3
	C-9	68	71	3
	C-10	59	67	8
	C-11	61	69	8
	C-12	70	66	-4
	C-13	53	56	3
	C-14	66	66	0
	C-15	69	78	9
	C-16	75	79	4
	C-17	65	67	2
	C-18	68	70	2
	C-19	74	57	17
	C-20	53	62	9
	C-21	60	60	0
	C-22	66	62	-4
	C-23	64	72	8
	C-24	54	59	5
	C-25	68	72	4
	C-26	71	66	-5
	C-27	60	66	6
	C-28	70	69	-1
	C-29	67	61	-6
	C-30	60	63	3
	C-31	63	65	2
	C-32	70	69	-1
	C-33	69	68	-1
	C-34	73	65	-8
	C-35	67	71	4
	C-36	74	73	-1

APPENDIX 12

The Result of Normality Test of the Experimental Class and Control Class

Tests of Normality							
	Kelas	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
Pre	Con	.129	36	.140	.940	36	.052
	Ex	.114	36	.200 [*]	.944	36	.066
Post	con	.100	36	.200 [*]	.981	36	.772
	ex	.106	36	.200 [*]	.957	36	.172

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction



APPENDIX 13

The Result of Homogeneity Test

Test of Homogeneity of Variances

	Levene Statistic	df1	df2	Sig.
Pre	.394	1	70	.532
Post	1.660	1	70	.202



APPENDIX 14

The Result Of Independent Sample Test

Independent Samples Test									
	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2- tailed)	Mean Difference	Std. Error Differen ce	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances Sc assumed	.186	.668	-4.154	70	.000	-9.36111	2.25351	-13.85559	-4.86664
ore Equal variances not assumed			-4.154	68.816	.000	-9.36111	2.25351	-13.85695	-4.86528



APPENDICES

The logo is a circular emblem. At the top is a green dome with a white minaret. Below the dome is a green banner with the letters 'DIA' in white. At the bottom is an open book with blue and purple pages. The entire logo is rendered in a light, faded green color.

Statistics

Pre con

N	Valid	36
	Missing	0
Mean		65.4722
Std. Error of Mean		1.04615
Median		67.0000
Mode		70.00
Std. Deviation		6.27688
Variance		39.399
Skewness		-.549
Std. Error of Skewness		.393
Kurtosis		-.661
Std. Error of Kurtosis		.768
Range		22.00
Minimum		53.00
Maximum		75.00
Sum		2357.00

Statistics

Pre ex

N	Valid	36
	Missing	0
Mean		67.8333
Std. Error of Mean		.94239
Median		67.0000
Mode		65.00
Std. Deviation		5.65433
Variance		31.971
Skewness		.053
Std. Error of Skewness		.393
Kurtosis		-1.076
Std. Error of Kurtosis		.768
Range		19.00
Minimum		58.00
Maximum		77.00
Sum		2442.00

Statistics

Post con

N	Valid	36
	Missing	0
Mean		66.3611
Std. Error of Mean		.94630
Median		66.5000
Mode		66.00 ^a
Std. Deviation		5.67779
Variance		32.237
Skewness		-.012
Std. Error of Skewness		.393
Kurtosis		-.059
Std. Error of Kurtosis		.768
Range		24.00
Minimum		55.00
Maximum		79.00
Sum		2389.00

a. Multiple modes exist. The smallest value is shown

Statistics

Post ex

N	Valid	36
	Missing	0
Mean		73.3611
Std. Error of Mean		.68447
Median		73.5000
Mode		79.00
Std. Deviation		4.10681
Variance		16.866
Skewness		-.120
Std. Error of Skewness		.393
Kurtosis		-.956
Std. Error of Kurtosis		.768
Range		15.00
Minimum		65.00
Maximum		80.00
Sum		2641.00

Reliability Statistics

Cronbach's Alpha	N of Items
.760	2

Reliability Statistics

Cronbach's Alpha	N of Items
.623	2

Tests of Normality

	Kelas	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
Pre	Con	.129	36	.140	.940	36	.052
	Ex	.114	36	.200 [*]	.944	36	.066
Post	con	.100	36	.200 [*]	.981	36	.772
	ex	.106	36	.200 [*]	.957	36	.172

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Test of Homogeneity of Variances

	Levene Statistic	df1	df2	Sig.
Pre	.394	1	70	.532
Post	1.660	1	70	.202

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	.186	.668	-4.154	70	.000	-9.36111	2.25351	-13.85559	-4.86664
Equal variances not assumed			-4.154	68.816	.000	-9.36111	2.25351	-13.85695	-4.86528



PRETEST CONTROL CLASS

NO	NAME	CONTENT		ORGANIZATION		VOCABULARY		LANGUAGE	
		R1	R2	R1	R2	R1	R2	R1	R2
1	C-1	13	14	13	11	13	12	14	14
2	C-2	17	18	15	14	13	13	15	14
3	C-3	21	20	17	16	17	16	16	16
4	C-4	18	19	18	17	17	16	16	16
5	C-5	17	18	15	14	14	13	15	14
6	C-6	18	19	18	17	17	16	16	16
7	C-7	13	14	13	12	13	12	15	14
8	C-8	20	18	16	15	15	16	16	16
9	C-9	18	19	16	15	15	16	15	16
10	C-10	14	14	13	14	13	14	15	14
11	C-11	17	16	14	14	14	13	14	13
12	C-12	20	18	16	15	15	16	16	16
13	C-13	13	14	12	11	13	12	13	12
14	C-14	16	19	16	13	15	16	15	16
15	C-15	20	18	16	15	15	16	15	16
16	C-16	21	22	15	16	15	13	18	19
17	C-17	19	18	15	13	13	13	15	13
18	C-18	18	19	16	15	15	16	15	16
19	C-19	23	22	18	14	15	16	17	15
20	C-20	13	14	12	11	13	12	13	12
21	C-21	16	16	14	13	13	13	15	14
22	C-22	16	19	16	13	15	16	15	16
23	C-23	20	18	15	13	13	13	15	14
24	C-24	13	14	12	11	13	12	13	14
25	C-25	18	19	16	15	15	16	15	16
26	C-26	18	19	18	17	17	16	16	16
27	C-27	16	16	14	13	13	13	15	14
28	C-28	20	18	16	15	15	16	16	16
29	C-29	16	20	16	13	15	17	15	16
30	C-30	16	16	14	13	13	13	15	14
31	C-31	17	18	15	14	14	13	15	14
32	C-32	20	18	16	15	15	16	16	16
33	C-33	20	18	16	15	15	16	15	16
34	C-34	21	21	17	16	17	16	17	16
35	C-35	16	20	16	13	15	17	15	16
36	C-36	23	22	18	14	15	16	17	15

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MECHANICS		TOTAL	SCORE
R1	R2		
3	3	110	55
3	3	124	62
3	2	144	72
3	2	142	71
4	3	126	63
3	2	142	71
3	3	112	56
4	4	140	70
3	3	136	68
4	3	118	59
3	4	122	61
4	4	140	70
3	3	106	53
3	3	132	66
4	3	138	69
4	3	150	75
4	3	130	65
3	3	136	68
4	4	148	74
3	3	106	53
3	3	120	60
3	3	132	66
4	3	128	64
3	3	108	54
3	3	136	68
3	2	142	71
3	3	120	60
4	4	140	70
3	3	134	67
3	3	120	60
4	3	126	63
4	4	140	70
4	3	138	69
3	2	146	73
3	3	134	67
4	4	148	74

